

**Child Care and Development Fund (CCDF) Plan  
For**

Nebraska  
FFY 2012-2013

<b>PART 1 ADMINISTRATION</b>
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## **1.1 Contact Information**

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto.(658D, 658E)

**1.1.1 Who is the Lead Agency designated to administer the CCDF program?** Identify the Lead Agency and Lead Agency's Chief Executive Officer designated by the State/Territory. ACF will send official grant correspondence such as grant awards, grant adjustments, Plan approvals and disallowance notifications to the designated contact identified here. (658D(a), §98.10)

Name of Lead Agency: [Nebraska Department of Health and Human Services](#)

Address of Lead Agency: [PO Box 95026, Lincoln, NE 68509](#)

Name and Title of the Lead Agency's Chief Executive Officer: [Kerry Winterer](#)

Phone Number: [\(402\) 471-9433](#)

Fax Number: [\(402\) 471-9449](#)

E-Mail Address: [kerry.winterer@nebraska.gov](mailto:kerry.winterer@nebraska.gov)

Web Address for Lead Agency (if any): <http://www.dhhs.ne.gov/index.htm>

**1.1.2 Who is the CCDF administrator?** Identify the CCDF administrator designated by the Lead Agency, the day-to-day contact, with responsibility for administering the State/Territory's CCDF program. ACF will send programmatic communications such as program announcements, program instructions, and data collection instructions to the designated contact identified here. **If there is more than one designated contact with equal or shared responsibility for administering the CCDF program, please identify the co-administrator or entity with administrative responsibilities and include contact information.** (§§98.16(a) and (c)(1))

### **a) Contact Information for CCDF Administrator:**

Name of CCDF Administrator: [Mr. Charles W. Coley](#)

Title of CCDF Administrator: [Interim Child Care Administrator](#)

Address of CCDF Administrator: [PO Box 95026, Lincoln, NE 68509](#)

Phone Number: [\(402\) 471-9200](#)

Fax Number: [\(402\) 471-9597](#)

E-Mail Address: [charles.coley@nebraska.gov](mailto:charles.coley@nebraska.gov)

Web Address for Lead Agency (if any): <http://www.dhhs.ne.gov/index.htm>

Phone Number for CCDF program information

(for the public) (if any): [\(800\)430-3244](tel:8004303244)

Web Address for CCDF program

(for the public) (if any): <http://www.dhhs.ne.gov/chs/chc/chcindex.htm>

Web Address for CCDF program policy manual

(if any): <http://www.dhhs.ne.gov/reg/t392.htm>

Web Address for CCDF program administrative rules

(if any): [None](#)

## **b) Contact Information for CCDF Co-Administrator (if applicable):**

Name of CCDF Co-Administrator: [N / A](#)

Title of CCDF Co-Administrator: [N / A](#)

Address of CCDF Co-Administrator: [N / A](#)

Phone Number: [N / A](#)

Fax Number: [N / A](#)

E-Mail Address: [N / A](#)

Description of the role of the Co-Administrator:

[N / A](#)

## **1.2 Estimated Funding**

### **1.2.1 What is your expected level of funding for the first year of the FY 2012 - FY 2013 plan period?**

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period from October 1, 2011 through September 30, 2012. (§98.13(a)).

FY 2012 Federal CCDF allocation (Discretionary, Mandatory and Matching): \$ [\\$33,725,518](#)

Federal TANF Transfer to CCDF: \$ [\\$17,000,000](#)

Direct Federal TANF Spending on Child Care: \$ [\\$0](#)

State CCDF Maintenance-of-Effort Funds: \$ [\\$6,498,998](#)

State Matching Funds: \$ [\\$7,294,999](#)

**Reminder** - Lead Agencies are reminded that not more than 5 percent of the aggregate CCDF funds, including federal funds and required State Matching funds, shall be expended on administration costs (§98.52) once all FY2012 funds have been liquidated. State Maintenance-of-Effort funds are not subject to this limitation.

**1.2.2 Which of the following funds does the Lead Agency intend to use to meet the CCDF Matching and maintenance-of-effort (MOE) requirements described in 98.53(e) and 98.53(h)? Check all that apply.**

Territories not required to meet CCDF Matching and MOE requirements should mark ☐ N/A here

**Note:** The Lead Agency must check at least public and/or private funds as matching, even if pre-kindergarten (pre-k) funds also will be used.

☒ Public funds to meet the CCDF Matching Fund requirement. Public funds may include any general revenue funds, county or other local public funds, State/Territory-specific funds (tobacco tax, lottery), or any other public funds.

If checked, identify source of funds:

**State General Funds**

If known, identify the estimated amount of public funds the Lead Agency will receive:

\$46,467,109

☐ Private Donated Funds to meet the CCDF Matching Fund requirement. Only private received by the designated entities or by the Lead Agency may be counted for match purposes. ( 98.53(f))

If checked, are those funds:

☐ donated directly to the State?

☐ donated to a separate entity(ies) designated to receive private donated funds?

If checked, identify the number of entities designated to receive private donated funds and provide name, address, contact and type:

If known, identify the estimated amount of private donated funds the Lead Agency will receive:

☐ State expenditures for Pre-K programs to meet the CCDF Matching Funds requirement.

If checked, provide the estimated percentage of Matching Fund requirement that will be met with pre-k expenditures ( not to exceed 30%):

If percentage is more than 10% of the Matching fund requirement, describe how the State will coordinate its pre-k and child care services:

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for Matching Funds requirement:

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:

☐ State expenditures for Pre-K programs to meet the CCDF Maintenance of Effort (MOE) requirements.

If checked,  
☐ The Lead Agency assures that its level of effort in full-day/full-year child care services has not been reduced, pursuant to 98.53(h)(1).  
Estimated percentage of MOE Fund requirement that will be met with pre-k expenditures ( not to exceed 20%):  
If percentage is more than 10% of the MOE fund requirement, describe how the State will coordinate its pre-k and child care services to expand the availability of child care:

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for MOE Fund requirement:  
Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:

**1.2.3 Describe the activities for which quality funds (including targeted quality funds for infants and toddlers, school-age children, and resource and referral) will be used in FY 2012.** In as much detail possible, list the activities that will be funded, the estimated amount of CCDF quality funds that will be used for each activity, and how these activities relate to the Lead Agency's overall goal of improving the quality of child care for low-income children.

Activity	Estimated Amount of CCDF Quality Funds (indicate if targeted funds will be used)	Purpose	Projected Impact and Anticipated Results

<p>1. CLC Subgrant with Nebr. Children &amp; Families Foundation</p> <p>2. Early Childhood Positive Behavior and Support Nurturing Healthy Behaviors subgrants to Lincoln, Omaha, and Hastings sites.</p> <p>3. Early Head Start Infant/Toddler Quality Initiative subgrants to 5 Early Head Starts.</p> <p>4. Child Care Grants for start-up, expansion, Mini-Grants for support to meet licensing requirements, and Quality Improvement Grants to increase quality of care in home and center-based child care programs; Legally Exempt Grants for child care subsidy providers serving 3 or fewer children.</p> <p>5. An annual Quality Incentive payment of up to \$275 to license-exempt providers who complete one or more of the required activities.</p>	<p>1. \$24,000 annually from targeted Resource &amp; Referral and School-Age funds</p> <p>2. Three subgrants for Omaha (Region VI Behavioral Healthcare, \$216,000 for two-year period); Lincoln (Cedars Youth Services, \$110,400 for two-year period); and Hastings (Head Start Child &amp; Family Development Program Inc., \$74,720 for two-year period); from Quality Expansion and Infant/Toddler Funds.</p> <p>3. Five Early Head Start programs located across Nebraska each receive \$30,000 annually from targeted Infant/Toddler Funds.</p> <p>4. Approx. \$250,000 annually from targeted Quality Expansion Funds</p>	<p>1. Support the promotion and development of Community Learning Centers statewide</p> <p>2. Supporting healthy social, emotional, and behavioral development in the child's natural environment.</p> <p>3. Providing training and mentoring to child care providers to increase the quality of care provided to infants and toddlers in home- and center-based child care programs</p> <p>4. Provide start-up and expansion funding to child care centers (up to \$10,000) and child care homes (up to \$5000); support to meet licensing requirements (up to \$2000 for child care homes and centers); support to Legally Exempt providers (up to \$100) and quality improvement (up to \$500 for child care homes and centers)</p> <p>5. Providing an incentive for license-exempt providers to get certified in CPR and First Aid, participate in the USDA Child and Adult Care Food Program, or obtain additional training</p> <p>6. Ensure access to infant and toddler care</p> <p>7. Provide high quality professional development throughout the state.</p>	<p>1. Nebraska Community Learning Center Network is a statewide public-private partnership that supports sustainable, high-quality, school-community collaborations that provide youth with what they need to be successful in school and in life.</p> <p>2. Qualified mental health practitioners provide consultation and cross-train with early childhood professionals using the Teaching Pyramid, to address challenging behaviors of young children.</p> <p>3. Increased scores in the Infant Toddler Environment Rating Scale (ITERS) and Family Child Care Environment Rating Scale (FCCERS) in participating center- and home-based child care settings</p> <p>4. Increased child care slots and improved quality of child care in communities needing additional child care services and child care options for low-income families, and increasing the capacity of child care for infants, schoolagers, and children w/disabilities</p>
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<p>6. Enhanced rates for infant and toddler care</p> <p>7. Early Learning Connection regional partnership grants</p> <p>8. T.E.A.C.H</p> <p>9. Increase articulation of EC courses between 2 and 4 year Institutions of Higher Educ. (IHEs).</p> <p>10. Support Infant Toddler Mental Health programs</p> <p>11. Support Infant Toddler professional development</p> <p>12. Community Learning Centers</p>	<p>5. Approximately \$45,000 annually from targeted Quality Enhancement funds</p> <p>6. Approximately \$107,000 annually from targeted Infant and Toddler funds</p> <p>7. Approx. \$325,000 (\$255,000 from Quality Basic, \$50,000 from Quality Expansion, and \$20,000 from Infant/Toddler targeted funds are used)</p> <p>8. Approx. \$404,000 from Quality Expansion</p>	<p>8. Provide scholarships to early childhood professionals to allow them to access higher education.</p> <p>9. Increase articulation agreements for EC courses between 2 and 4 year IHEs</p> <p>10. Evaluate programs implementing the Teaching Pyramid</p> <p>11. Provide state level staffing to support training TA for programs serving infants and toddlers within an inclusive system</p> <p>12. Support the Community Learning center Network in their work to assist local programs provide quality out of school time experiences for children.</p> <p>13. State level staff will be available to assist Community Learning Center Network and school age resources will be available</p> <p>14. .70 fte will provide partial support for the Resource and Referral line for parents looking for quality care</p> <p>15. Assist programs in achievement of national accreditation</p>	<p>5. Improved quality of care by license-exempt providers</p> <p>6. Maintain or increase infant and toddler slots</p> <p>7. Partnerships in every part of the state will provide high quality early childhood professional development to providers in all segments of early care and education but targeting providers of children with disabilities and providers serving children on child care subsidy.</p> <p>8. Approximately 180 students will receive scholarships.</p> <p>9. Early Childhood education students will have less difficulty transferring credits.</p> <p>10. Report will evaluate Nurturing Healthy Behaviors program and disseminate results of project</p>
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13. Staff support for school age programs	9. Approx. \$73,693 from Quality expansion will provide staffing to assist IHEs reach and expand articulation agreements.		11. Caregivers of infants and toddlers will have access to appropriate materials, training and representation on state level EC council
14. Resource and Referral	10. Approximately \$16,000 will be contracted to Munroe-Meyer Institute to evaluate the Nurturing Healthy Behaviors project. Approximately \$8,000 will be from Infant Toddler earmark to evaluate programs serving infants and toddlers		12. High quality out of school time programs will operate within a network of resources across the state.
15. Accreditation Project	11. Approximately \$65,400 of Infant Toddler earmark		13. Resources for the Community Learning Center Network and school age care providers will have access to resources to assist in program implementation
	12. \$9,000 of School Age earmark will be used to support the Community Learning Center Network		14. Families will have access to a phone based resource to assist them to find child care services to meet their needs.
	13. Approx. \$6,862 of School age earmark funds will be used for staff support		15. Child care programs and family child care homes will have access to funds to partially offset the cost the national accreditation process



	14. Approx. \$35,742 of Resource and Referral earmark will be used for staffing of R&R phone line		
	15. Approx. \$20,000 of Quality Basic money will be used for an accreditation project for centers and family child care		

#### 1.2.4 Will the Lead Agency distribute quality funds to counties or local entities?

- ☒ No, the Lead Agency will manage all quality funds directly
- ☐ Yes, the Lead Agency will manage some quality funds directly and distribute a portion to local entities. Estimated amount or percentage to be distributed to localities

☐ Yes, all quality funds will be distributed to local entities

☐ Other.

Describe:

### 1.3 CCDF Program Integrity and Accountability

Program integrity is defined to include efforts that ensure effective internal controls over the administration of CCDF funds. The Lead Agency is responsible for monitoring programs and services, ensuring compliance with the rules of the program, promulgating rules and regulations to govern the overall administration of the plan and oversee the expenditure of funds by sub-grantees and contractors. (§ 98.11(b)) Accountability measures should address administrative error, which includes unintentional agency error, **as well as address** program violations, both unintentional and intentional, that may or may not result in further action by the Lead Agency, including those cases suspected of and/or prosecuted for fraud.

**1.3.1. Describe the strategies the Lead Agency will utilize to ensure effective internal controls are in place.** The **description** of internal controls may include, but is not limited to a description of processes to ensure sound fiscal management, to identify areas of risk or to establish regular evaluation of control activities.



## Describe:

DHHS, Operations – Financial Services provides fiscal oversight of and reports of the CCDF. Reports are derived from actual accounting records for NIS and the Cost Allocation Plan using principles of accounting and maintaining compliance with applicable circulars of the OMB.

Ongoing communication occurs between Financial Services staff with responsibility for CCDF and the Child Care Administrator and Program Specialists through monthly reporting, meetings to review such reports that indicate allocations, spending, trends, etc. Staff are well informed of the federal requirements related to fiscal management of the program. Additionally, the program is audited each year by the state auditor's office. Suggestions for improvement are followed up on through corrective action plans.

Fiscal controls are exercised through written policy, communication to field staff, training methods via group training, computer-based training options, video and phone conferencing, and supervisory review of family and provider files.

Information System technical staff and program business analysts support the computer systems that are involved in making payments. Upgrades to such systems occur as needed. Payment systems have in their very design methods for preventing, discovering, and reducing errors. Additionally DHHS – Issuance and Collections Unit staff audit and investigate child care cases for potential overpayment and recovery of funds.

Nebraska submits data through the ACF-800 and ACF-801 reporting as required.

Nebraska continues to examine strategies for assuring that accuracy in the Child Care Subsidy program occurs at all phases of implementation. As mentioned previously, the N-FOCUS case management and payment system is a key factor in the implementation of this program and many other DHHS programs. The system maintains all economic assistance programs which allows for data exchanges and information sharing. N-FOCUS specifically includes programming to reduce error in eligibility determination.

Additionally, Nebraska has a process for routine supervisory reviews of case records for families and providers. Results of the reviews are entered into the NEARS computer-based data system for administrative review. This has been a proven strategy in improving program accuracy for a number of the economic assistance programs.

Nebraska continues to employ the checks and balances necessary for sound fiscal management as mentioned previously and the Issuance and Collections Center continues to audit cases for accuracy and recovery of any overpayments.

As a third-year state, Nebraska completed its Improper Authorizations for Payment review and submitted the final report in 2010. Nebraska was then offered the opportunity to pilot a draft Self-Assessment of Internal Controls Instrument in February, 2011, with regional and federal staff from the Office of Child Care, along with Walter R. McDonald & Associates staff. That process identified both strengths and weaknesses in Nebraska's program; processes were identified for further study and possible revision.

**1.3.2. Describe the processes the Lead Agency will use to monitor all sub-recipients.** Lead Agencies that use other governmental or non-governmental sub-recipients to administer the program must have written agreements in place outlining roles and responsibilities for meeting CCDF requirements. (98.11 (a) (3))

**Definition:** A sub-recipient (including a sub-contractor and or sub-grantee) is a non-Federal entity that expends Federal awards (contract or grant) received from another entity to carry out a Federal program, but does not include a vendor nor does it include an individual who is a beneficiary of such a program. OMB Circular A-133 Section 210 provides additional information on the characteristics of a **sub-recipient and vendor** ([http://www.whitehouse.gov/omb/circulars/a133\\_compliance\\_supplement\\_2010](http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2010)). The description of monitoring may include, but is not limited to, a discussion of written agreements, fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified, and establishing performance indicators or measures related to improper payments.

Describe:

. The Nebraska Department of Health and Human Services has a Memorandum Of Understanding (MOU) with the Nebraska Department of Education Office of Early Childhood, which includes the Early Childhood Training Center (ECTC) located in Omaha. The MOU outlines administrative duties between DHHS-Division of Children and Family Services, NDE, and DHHS-Division of Public Health. NDE takes the administrative lead for a number of quality activities to be carried out directly by NDE or through subcontracting for portions of the quality work. The ECTC also operates as the statewide, free access, Child Care Resource and Referral resource to parents. The Department of Health and Human Services, Division of Public Health provides administrative oversight of the child care licensing and monitoring work.

The lead agency requires quarterly reporting to the lead agency from NDE and DHHS-Division of Public Health, according to the terms in the MOU. Reports include data related to benchmarks, performance indicators, and expenditures as per the MOU. Authority to carry out the duties of the child care program is included in state statute and policy. The MOU serves as the document to outline roles and responsibilities of each governmental entity. This inter-governmental agreement of administrative authority is not bid out. Each entity may sub-grant or sub-contract projects and activities according to federal and state rules and policies. The agencies must certify that lead agency guidelines are followed in carrying out the federal CCDF requirements. The MOU includes an attachment of the federal certifications signed by the lead agency.

**1.3.3. Describe the activities the Lead Agency will have in place to identify program violations and administrative error to ensure program integrity using the chart below.** Program violations may include intentional and unintentional client and/or provider violations as defined by the Lead Agency. Administrative error refers to **areas identified through the Error Rate Review** process (98.100). Check which activities, if any, the Lead Agency has chosen to conduct.

Type of Activity	Identify Program Violations	Identify Administrative Error
Share/match data from other programs (e.g. TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid))	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Share/match data from other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Run system reports that flag errors (include types)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Review of attendance or billing records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Audit provider records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct quality control or quality assurance reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents	<input type="checkbox"/>	<input type="checkbox"/>
Conduct supervisory staff reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct data mining to identify trends	<input type="checkbox"/>	<input type="checkbox"/>
Train staff on policy and/or audits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>

**For any option the Lead Agency checked in the chart above other than none, please describe:**

The agency's computer system, N-FOCUS, contains multiple programs so data are available for TANF, Supplemental Nutrition Assistance Program, Medicaid, Social Services Block Grant, and Child Welfare. Child Care receives PARIS matches. Regular reports are run and used by the Issuance and Collection Center; these include cases with family fees, providers receiving the highest payments, child care providers who are also authorized to provide Personal Assistance Services. Currently a targeted sample of billing documents and attendance calendars are reviewed. The State Auditor audits a sampling of child care cases annually. The Department's Issuance and Collection Center audits cases that are referred from various sources. Supervisors review a sampling of cases. The Department has training staff who provide training on the range of programs, including Child Care.

**If the Lead Agency checked none, please describe what measures the Lead Agency has or plans to put in place to address program integrity:**

**1.3.4. What strategies will the Lead Agency use to investigate and collect improper payments due to program violations or administrative error?** Check and describe in the chart below which strategies, if any, the Lead Agency will use for each of the following areas: Unintentional program violations (UPV), intentional program violations (IPV) and/or fraud, and administrative error as defined in your State/Territory. **The Lead Agency has the flexibility to recover misspent funds as a result of errors. The Lead Agency is required to recover misspent funds as a result of fraud (98.60(i)).**

Strategy	UPV	IPV and/or Fraud	Administrative Error
Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount: \$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recover through repayment plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reduce payments in the subsequent months	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recover through State/Territory tax intercepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through other means. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<div>Establish a unit to investigate and collect improper payments. Describe composition of unit:</div> <div>The Issuance and Collection Center has a supervisor and a staff of 12 who do a variety of duties, including conducting audits of cases, child care as well as other assistance programs.</div>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<div>Other. Describe:</div> <div></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For any option the Lead Agency checked in the chart above other than none, please describe:**

The Issuance and Collections Center audits cases, both provider and client, with suspected overpayments. If the overpayment appears to be the result of fraud, a referral is made to the Department’s Special Investigation Unit. If the Special Investigation Unit feels they have a strong enough case, they refer to the appropriate County Attorney for potential prosecution.

Whenever possible, a repayment plan is established, either through direct reimbursement or, in the case of a provider, through recoupment from future payments.

**1.3.5. What type of sanction, if any, will the Lead Agency place on clients and providers to help reduce improper payments due to program violations?**

- ☐ None
- ☒ Disqualify client.  
If checked, please describe, including a description of the appeal process for clients who are disqualified

If a client is charged with committing an Intentional Program Violation, she or he may request an administrative hearing which is conducted by legal hearing staff. If found to have committed IPV, the client is disqualified for up to one year for the first violation, up to two years for the second violation, and permanently for a third violation.

- ☒ Disqualify provider.  
If checked, please describe, including a description of the appeal process for providers who are disqualified

If a provider is found to have repeatedly billed incorrectly or fraudulently, the Provider Agreement may be terminated, depending on the severity and frequency of the overbilling. A provider who is assessed an overpayment may appeal the amount or existence of the overpayment. There is no appeal process for termination of a Provider Agreement.

- ☒ Prosecute criminally  
☐ Other.

Describe.

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**1.3.6 Based on responses provided from Question 14 in the most recent ACF-402 report, please describe those actions the Lead Agency has taken or plans to take to reduce identified errors in the table below.** Territories not required to complete the Error Rate Review should mark

Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned) (if known)
1. Issue guidelines for the amount of authorized care 2. Develop a standard referral form which captures the reason for care	1. There was a lack of standardization in amount of care authorized. 2. There was a lack of documentation of the need for child care.	1. A memo was issued with guidelines for standard authorizations. 2. A referral form was created and adopted for use between social service workers and resource development workers; it records the need for child care.	1. The memo was issued in January, 2011. 2. A memo was issued with the referral form and process in April, 2011.

#### **1.4 Consultation in the Development of the CCDF Plan**

Lead Agencies are required to *consult* with appropriate agencies in the development of its CCDF Plan (§98.12, §98.14(a),(b), §98.16(d)).

**Definition:** *Consultation* involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State or Territory CCDF Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments. (§§98.12(b), 98.14(a)(1))

**1.4.1 Identify and describe in the table below who the Lead Agency consulted with in the development of the CCDF Plan (658D(b)(2), §§98.12(b), 98.14(b)).**

Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
<input checked="" type="checkbox"/> <p><b>Representatives of general purpose local government (required)</b></p> <p>This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p>	<p>Via the Early Childhood Interagency Coordinating Council (ECICC), the Lead Agency consults with representatives from diverse constituencies, including local human service agencies and local education stakeholders.</p>
<p><b>For the remaining agencies, check and describe (optional) any which the Lead Agency has chosen to consult with in the development of its CCDF Plan.</b></p>	
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for public education</p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>Nebraska DHHS collaborates with and seeks input from the Nebraska Department of Education (NDE) for completion of the CCDF Plan. Specifically, NDE is the primary CCDF State-agency partner for implementation of CCDF activities and programming.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	<p>NDE, with whom DHHS consults regarding the CCDF Plan, coordinates programs authorized under the Individuals with Disabilities Education Act.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for licensing (if separate from the Lead Agency)</p>	<p>The Lead Agency is responsible for licensing via the DHHS Division of Public Health.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency with the Head Start Collaboration grant</p>	<p>NDE, with whom DHHS consults regarding the CCDF Plan, is the State agency with the Head Start Collaboration grant.</p>



<input checked="" type="checkbox"/> <p>Statewide Advisory Council authorized by the Head Start Act</p>	<p>The Early Childhood Interagency Coordinating Council (ECICC) was created to advise and assist the collaborating agencies in carrying out the provisions of the Early Intervention Act, the Quality Child Care Act, sections 79-1101 to 79-1104, and other early childhood care and education initiatives under state supervision [Section 43-3401, Neb.Rev.Stat.]. The ECICC is also identified by the governor as the State Early Learning Council to meet the federal requirements of the Improving Head Start for School Readiness Act [December 2007, PR110-134]. The Lead agency maintains membership on the ECICC.</p>
<input checked="" type="checkbox"/> <p>Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services</p>	<p>The Lead Agency consults with Tribal populations as appropriate for completion of the CCDF Plan.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)</p>	<p>NDE, with whom DHHS consults regarding the CCDF Plan, is responsible for the Child and Adult Care Food Program.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</p>	<p>The Lead Agency is responsible for implementing the Maternal and Early Childhood Home Visitation programs grant.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)</p>	<p>The Lead Agency is responsible for public health via the DHHS Division of Public Health.</p>
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for child welfare</p>	<p>The Lead Agency is responsible for child welfare via the DHHS Division of Children and Family Services.</p>
<input type="checkbox"/> <p>State/Territory liaison for military child care programs or other military child care representatives</p>	
<input type="checkbox"/> <p>State/Territory agency responsible for employment services/workforce development</p>	
<input checked="" type="checkbox"/> <p>State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)</p>	<p>The Lead Agency is responsible for TANF.</p>

<input checked="" type="checkbox"/>	<p>Indian Tribes/Tribal Organizations</p> <p><input type="checkbox"/> N/A: No such entities exist within the boundaries of the State</p>	<p>As appropriate, the Lead Agency consults with Indian Tribes and Tribal Organizations. Indian reservations in Nebraska currently include Santee Sioux, Omaha, Winnebago, and Ponca.</p>
<input type="checkbox"/>	<p>Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21</p>	
<input type="checkbox"/>	<p>Provider groups, associations or labor organizations</p>	
<input type="checkbox"/>	<p>Parent groups or organizations</p>	
<input type="checkbox"/>	<p>Local community organizations (child care resource and referral, Red Cross)</p>	
<input checked="" type="checkbox"/>	<p>Other</p>	<p>The Lead Agency (DHHS) receives input via meetings and/or written correspondence from the Nebraska Children and Families Foundation (NCFF) in completion of the CCDF Plan. NCFF is a statewide organization advocating on behalf of diverse stakeholders and partner agencies, including local human service agencies and local education representatives.</p>

**1.4.2. Describe the Statewide/Territory-wide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan.** (658D(b)(1)(C), §§98.14(C)). At a minimum, the description should include:

a) Date(s) of notice of public hearing: [05/05/2011](#)

**Reminder** - Must be at least 20 days prior to the date of the public hearing.

b) How was the public notified about the public hearing? [Omaha World Herald \(Statewide publication\)](#), [Lincoln JournalStar \(Statewide publication\)](#), and [Department of Health and Human Services website](#). c) Date(s) of public hearing(s): [05/27/2011](#)

**Reminder** - Must be no earlier than 9 months before effective date of Plan (October 1, 2011).

d) Hearing site(s) [Nebraska State Office Building, Room 1Y](#)

e) How was the content of the Plan made available to the public in advance of the public hearing(s)? [The draft was posted on the DHHS website. Tribal contacts receive a copy of the draft and](#)

Early Childhood and Interagency Coordinating Council (ECICC) members are notified via email that the plan rough draft is posted online for their review. A hard copy of the draft can be requested by contacting Charles Coley, Interim Child Administrator, PO Box 95026, Lincoln, NE 68509; Phone: 402-471-9200

f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? Revisions will be taken into consideration and changes will be implemented if possible.

**1.4.3. Describe any strategies used by the Lead Agency to increase public consultation on the Plan or access to the public hearing.** For example, translating the public hearing notice into multiple languages, using a variety of sites or technology (e.g., video) for the public hearing, holding the hearing at times to accommodate parent and provider work schedules.

**1.4.3. Describe:**

A copy of the plan was made available on the Department website <http://www.dhhs.ne.gov/chs/chc/chcindex.htm> or by contacting Charles Coley, Interim Child Care Administrator, Department of Health and Human Services, PO Box 95026, Lincoln, NE 68509, by phone (402)471-9200 and requesting a copy. An email notice went to the Early Childhood Interagency Council members, local coalition leads, and tribal representatives notifying them the draft plan was available to review and comment on with a link to the state child care website. The hearing itself will be held in a room easily accessible to the public and will be available for the hearing impaired via the TDD system upon request.

## **1.5. Coordination Activities to Support the Implementation of CCDF Services**

Lead Agencies are required to *coordinate* with other Federal, State, local, Tribal (if applicable) and private agencies providing child care and early childhood development services

**Definition** - *Coordination* involves child care and early childhood and school-age development services efforts to work across multiple entities, both public and private (such as in connection with a State Early Childhood Comprehensive System (SECCS) grant or the State Advisory Council funded under the Head Start Act of 2007). (658D(b)(1)(D), §§98.12(a), 98.14(a)(1))

**1.5.1. Identify and describe in the table below with whom the Lead Agency coordinates in the delivery of child care and early childhood and school-age services (§98.14(a)(1)).**

Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination
<div data-bbox="54 1070 97 1111"><input checked="" type="checkbox"/></div> Representatives of general purpose local government <b>(required)</b>  This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.	<b>Nebraska DHHS has facilitated and/or participated in a variety of opportunities for ongoing assessment, consideration, and recommendations for future work regarding the investments Nebraska is making in the early care and education system. The development of this CCDF Plan does not occur in isolation, but instead utilizes and attempts to integrate the work produced and recommendations made by many teams (past and present) that are committed to addressing the needs of our youngest and most vulnerable citizens. In this effort, DHHS continues to refer to such documents as: “Together for Kids and Families Strategic Plan” (March 2006); “Nurturing Health Behavior in Early Childhood Pilot Projects: A Statewide Child Care Mental Health Consultation Project” (2007-2008); “Nebraska’s Core Competencies for Early Childhood Professionals: Knowledge and Skills Needed to Effectively Work with Children Ages Birth to Five Years” (April 2009); “Early Childhood Interagency Coordinating Council: Report to the Governor on the Status of Early Childhood” (December 2008); and “Kids Count in Nebraska: 2010 Report” (an annual report from Voices for Children in Nebraska). The personnel and teams who worked on developing the above listed documents included broad-based representation from local governments, tribal organizations, state and local agencies, providers, parents, and business partners.</b>	Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.  <b>Continued collaboration and shared resources across agencies</b>



State/Territory agency responsible for public education **(required)** This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.

Nebraska Department of Education (NDE) is a primary partner in the implementation of numerous initiatives aimed at quality enhancement in early care and education settings. Through a Memorandum of Understanding (MOU) between DHHS and NDE, responsibilities are more clearly outlined for administrative oversight, expected benchmarks, and areas of collaboration. Professional Development of the early care and education workforce to promote quality in all early care and education environments is a primary focus of the work. This work between NDE and DHHS is intertwined on many initiatives. For example, the Early Childhood Training Center (ECTC) is a part of the Office of Early Childhood at NDE. This office takes the lead for Professional Development Network/Regional Training Coalitions via the following: scholarships to early educators and caregivers through the T.E.A.C.H. Early Childhood Nebraska program at NeAEYC; online training projects; support for accreditation; development and implementation of the Early Learning Guidelines; various training activities and conference presentations; independent study modules; CDA scholarships; trainer meetings and support; provision of a host of various training topics; support to trainers; the ChildLine; training registry web access; ECICC staff support; media center support; Environmental Rating Scales (maintaining reliable raters, working with two and four year colleges on inclusive curriculum and articulation agreements); development of Core Competencies for Early Care and Education Providers; and developing Core Competencies for School-Aged Programs. Additionally, the Early Childhood Training Center offers statewide information to parents on locating child care by consolidating information located on various data bases from DHHS and NDE and then using web-based information to answer inquiries on locating care to parents and the general public through a long-standing free information line (800-89CHILD). The Department of Education and the Early Childhood Training Center are key partners and take the lead in carrying out a number of initiatives within this CCDF Plan.

Continue to improve the quality of, and coordination among, child care programs and early childhood development programs

<input checked="" type="checkbox"/>	<p>Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services <b>(required)</b></p>	<p>CCDF funds are distributed further for quality initiatives through agreements and collaborations with the following; Early Head Start agencies; Nebraska Association for the Education of Young Children (NeAEYC); subgrants to the Early Childhood Professional Development Network/Regional Training Coalitions; and Nebraska Children and Families Foundation.</p>	<p>Continue to improve the quality of, and coordination among, child care programs and early childhood development programs</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public health <b>(required)</b></p> <p>This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health</p>	<p>DHHS Division of Public Health, Community Health and Lifespan Services administers the Early Childhood Comprehensive Services planning grant, Healthy Child Care America, supports the project for up-to-date immunizations in child care, and partners with NDE in the distribution of First Connections for Families. This office is consulted in writing the CCDF Plan as well as ongoing collaboration via these and other initiatives that impact the health and well-being of children and families.</p>	<p>Ensure quality public health programming for CCDF-eligible children and families</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for employment services / workforce development <b>(required)</b></p>	<p>Consultation and coordination between the Departments of Labor and DHHS is critical to supporting mutual goals of employment and self-sufficiency for Nebraskans. Collaboration occurs at the state, regional, and local levels. Service Area Administrators from DHHS who have responsibility for Economic Assistance programs (including child care) participate on each of the three regional Work Investment Boards: Omaha, Lincoln, and Greater Nebraska. At the local level, staff with Departments of Labor and DHHS offer information and referral to coordinate efforts in assisting persons to meet goals of employment and greater financial stability.</p>	<p>Provide CCDF-eligible households with the resources necessary to achieve self-sufficiency</p>



<input checked="" type="checkbox"/>	State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) (required)	The DHHS Division of Children and Family Services includes the units of Child Welfare, Economic and Family Support, and Child Support Enforcement. TANF and Child Care Policy personnel are operating within the same Division and co-located on the same floor. Collaboration is therefore inherent within the organizational structure. TANF funds have been used to enhance the capacity of Nebraska to meet the needs of the child care subsidy program. Child care personnel collaborate with TANF program specialists in answering policy clarifications and setting programmatic changes to coincide whenever possible for ease of service delivery.	Provide CCDF-eligible households with the resources necessary to achieve self-sufficiency
<input type="checkbox"/>  <input checked="" type="checkbox"/>	Indian Tribes/Tribal Organizations (required)  N/A: No such entities exist within the boundaries of the State	When possible, Indian Tribes/Tribal Organizations are represented on the numerous teams and task forces mentioned within this CCDF Plan. Moreover, meetings occur with the various tribal child care program representatives on an as-needed basis. Communication regarding tribal utilization of CCDF funding is vital and therefore promoted when possible. In addition to DHHS holding a Public Hearing to receive comment, a hard copy draft of the CCDF Plan is mailed to tribal child care contacts with the Winnebago, Omaha, Ponca, and Santee Sioux.	Increase collaboration and communication with Nebraska Indian Tribe/Tribal Organization child care representatives
<b>For the remaining agencies, check and describe (optional) any with which the Lead Agency has chosen to coordinate early childhood and school-age service delivery</b>			
<input type="checkbox"/>	State/Territory agency responsible for licensing (if separate from the Lead Agency)		



<input checked="" type="checkbox"/>	<p>State/Territory agency with the Head Start Collaboration grant</p>	<p>DHHS coordinates with Head Start programs at the local level in service delivery as well as at the state level programmatically. The DHHS Child Care Administrator is also the administrator of the Community Services Block Grant (CSBG), which funds statewide community action agencies. Eight of the nine community action agencies in Nebraska are also Head Start grantees. Contracts with Early Head Start grantees, using CCDF infant and toddler targeted funds, promote collaboration with child care partners. Jointly, they set and achieve quality enhancement goal, and offer support through coaching, consultation, and sharing of resources.</p>	<p>Continue to improve the quality of, and coordination among, child care programs and early childhood development programs</p>
<input checked="" type="checkbox"/>	<p>Statewide Advisory Council authorized by the Head Start Act</p>	<p>The Early Childhood and Interagency Coordinating Council (ECICC) advises and assists the collaborating agencies in carrying out the provisions of the Early Intervention Act, the Quality Child Care Act and other early childhood care and education initiatives. Membership and activities of the Council comply with all applicable provisions of federal law. The Council's members are governor-appointed. Members of the Council include: parents of children who require early intervention; early childhood special education and other early childhood care and education services; health and medical services; family child care and center-based early childhood care and education programs; agencies providing training to child care program staff; resource and referral agencies; mental health services; developmental disability services; educational service units; Head Start; Tribal representatives; higher education; physicians; the Legislature; business persons; and other collaborating agencies. The Council reports biennially to the governor and Legislative on the status of early intervention and early childhood care and education.</p>	<p>Continue to improve the quality of, and coordination among, child care programs and early childhood development programs</p>
<input type="checkbox"/>	<p>State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)</p>	<p>The Lead Agency and the Nebraska Department of Education coordinate and monitor CACFP for license-exempt providers.</p>	<p>Ensure quality public health programming for CCDF-eligible children and families</p>

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	<p><b>The Lead Agency will coordinate with the Nebraska Department of Education and DHHS Medicaid and Long Term Care Division via the Early Development Network and IDEA.</b></p>	<p><b>Continue collaboration and partnerships in various early child care initiatives promoting inclusive practices</b></p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</p>	<p><b>The DHHS Division of Children and Family Services will coordinate with the DHHS Division of Public Health via Community Health and Lifespan Health Services.</b></p>	<p><b>Continue collaboration in various work teams with a home visitation component</b></p>
<input type="checkbox"/>	<p>State/Territory agency responsible for child welfare</p>		

<input type="checkbox"/>	State/Territory liaison for military child care programs or other military child care representatives		
<input type="checkbox"/>	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21		
<input type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)		
<input type="checkbox"/>	Provider groups, associations or labor organizations		
<input type="checkbox"/>	Parent groups or organizations		
<input type="checkbox"/>	Other		

**1.5.2. Does the State/Territory have a formal early childhood and/or school-age coordination plan?** Lead Agencies are not required to have an early childhood nor a school-age coordination plan, but the State/Territory may have such plans for other purposes, including fulfilling requirements of other programs.

☐ Yes. If yes,

a)

Provide the name of the entity responsible for the coordination plan(s):

c)

Indicate whether this entity also operates as the State Advisory Council (as authorized under the Head Start Act of 2007):

☐ Yes

☐ No

d)

Provide a web address for the plan(s), if available:

☒ No

**1.5.3. Does the State/Territory have a designated entity(ies) responsible for coordination across early childhood and school-age programs?** (658D(b)(1)(D), §98.14(a)(1)) Check which entity(ies), if any, the State/Territory has chosen to designate.

☐ State/Territory-wide early childhood and/or school-age cabinet/advisory council/task force/commission.

If yes, describe entity, age groups and the role of the Lead Agency

☒ State Advisory Council (as described under the Head Start Act of 2007).

If yes, describe entity, age groups and the role of the Lead Agency

The Early Childhood Interagency Coordinating Council (ECICC) advises and assists the collaborating agencies in carrying out the provisions of the Early Intervention Act, the Quality Child Care Act and other early childhood care and education initiatives. Membership and activities of the Council comply with all applicable provisions of federal law. The Council's members are governor-appointed. Members of the Council include: parents of children who require early intervention; early childhood special education and other early childhood care and education services; health and medical services; family child care and center-based early childhood care and education programs; agencies providing training to child care program staff; resource and referral agencies; mental health services; developmental disability services; educational service units; Head Start; Tribal representatives; higher education; physicians; the Legislature; business persons; and other collaborating agencies. The Council reports biennially to the governor and Legislative on the status of early intervention and early childhood care and education.

☐ Local Coordination/Council

If yes, describe entity, age groups and the role of the Lead Agency

☐ Other

Describe

☐ None

**1.5.4 Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private sector involvement in meeting child care needs? (§98.16(d))**

☐ Yes .

If yes, **describe** these activities or planned activities, including the tangible results expected from the public-private partnership:

☒ No

**1.6. Child Care Emergency Preparedness and Response Plan**

It is recommended, but not required, that each Lead Agency develop a plan to address preparedness, response, and recovery efforts specific to child care services and programs. Plans should cover the following areas: 1) planning for continuation of services to CCDF families; 2) coordination with other State/Territory agencies and key partners; 3) emergency preparedness regulatory requirements for child care providers; 4) provision of temporary child care services after a disaster; and 5) rebuilding child care after a disaster. For further guidance on developing Child Care Emergency Preparedness and Response Plans see the Information Memorandum (CCDF-ACF-IM-2011-XX) located on the Office of Child Care website at:

[http://www.acf.hhs.gov/programs/ccb/law/state\\_topic\\_emergency.htm](http://www.acf.hhs.gov/programs/ccb/law/state_topic_emergency.htm)

**1.6.1. Indicate which of the following best describes the current status of your efforts in this area. Check only ONE.**

☐ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated and how the plan will be coordinated with other emergency planning efforts within the State/Territory.

☐ **Developed.** A plan has been developed as of **[insert date]:** and put into operation as of **[insert date]:** , if available. Provide a web address for this plan, if available:

☒ **Other.**  
**Describe:**

<http://www.nema.ne.gov/index.html>

This plan is the overall Nebraska Emergency Management Plan, encompassing preparedness, planning, continuity of government, response & recovery, and mitigation. The Nebraska Emergency Management Agency is charged by state statute to reduce the vulnerabilities of the people and communities of Nebraska from the damage, injury and loss of life and property resulting from natural, technological, or man-made disasters and emergencies.

**1.6.2. Indicate which of the core elements identified in the Information Memorandum are or will be covered in the Lead Agency child care emergency preparedness and response plan.** Check which elements, if any, the Lead Agency includes in the plan.

- ☐ Planning for continuation of services to CCDF families
- ☒ Coordination with other State/Territory agencies and key partners
- ☒ Emergency preparedness regulatory requirements for child care providers
- ☐ Provision of temporary child care services after a disaster
- ☐ Rebuilding child care facilities and infrastructure after a disaster
- ☐ None

## PART 2

### CCDF SUBSIDY PROGRAM ADMINISTRATION

#### **2.1 Administration of the Program**

The Lead Agency has broad authority to administer (i.e., establish rules) and operate (i.e., implement activities) the CCDF program through other governmental, non-governmental, or other public or private local agencies as long as it retains overall responsibility for the administration of the program. (658D(b), §98.11(a))

**2.1.1. Which of the following CCDF program rules and policies are set or established at the State/Territory versus the local level?** Identify the level at which the following CCDF program rules and policies are established.

Eligibility rules and policies (e.g., income limits) are set by the:

☒ State/Territory

☐ Local entity.

If checked, provide the name(s) of the local entity:

☐ Other.

Describe:

Sliding fee scale is set by the:

☒ State/Territory

☐ Local entity.

If checked, provide the name(s) of the local entity:

☐ Other.

Describe:

Payment rates are set by the:

☒ State/Territory

☐ Local entity.



If checked, provide the name(s) of the local entity:

☐ Other.

Describe:

**2.1.2. How is the CCDF program operated in your State/Territory?** In the table below, identify which agency(ies) performs these CCDF services and activities.

Implementation of CCDF Services/Activities
--------------------------------------------

<b>Who determines eligibility?</b>
------------------------------------

**Note:** If different for families receiving TANF benefits and families not receiving TANF benefits, please describe:

**Agency (Check all that apply)**

- ☒ CCDF Lead Agency
- ☐ TANF agency
- ☐ Other State/Territory agency.

Describe:

- ☐ Local government agencies such as county welfare or social services departments
- ☐ Child care resource and referral agencies
- ☐ Community-based organizations
- ☐ Other.

Describe:

<b>Who assists parents in locating child care (consumer education)?</b>
-------------------------------------------------------------------------

**Agency (Check all that apply)**

- ☒ CCDF Lead Agency
- ☒ TANF agency
- ☐ Other State/Territory agency.

- ☐ Local government agencies such as county welfare or social services departments
- ☐ Child care resource and referral agencies
- ☐ Community-based organizations
- ☒ Other.

Describe:

[The Department funds a position dedicated to staffing a toll-free number and maintaining an online listing of licensed providers.](#)

### Who issues payments?

#### Agency (Check all that apply)

- ☐ CCDF Lead Agency
- ☐ TANF agency
- ☒ Other State/Territory agency.

Describe:

[Department of Administrative Services issues payments for all programs processed through N-FOCUS.](#)

- ☐ Local government agencies such as county welfare or social services departments
- ☐ Child care resource and referral agencies
- ☐ Community-based organizations
- ☐ Other.

Describe:

#### Describe to whom is the payment issued (e.g., parent or provider) and how are payments distributed (e.g., electronically, cash, etc)

[Payment is issued to the provider. The provider may choose to receive payment in the form of a warrant, direct deposit, or an electronic benefit card.](#)

Other. List and describe:

## 2.2. Family Outreach and Application Process

Lead Agencies must inform parents of eligible children and the general public of the process by which they can apply for and potentially receive child care services. (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a)-(e). **Note** - For any information in questions 2.2.1 through 2.2.10 that differs or will differ for families receiving TANF, please describe in 2.2.11.

**2.2.1. By whom and how are parents informed of the availability of child care assistance services under CCDF?** (658E(c)(2)(A), §98.30(a)) Check all agencies and strategies that will be used in your State/Territory.

- ☒ CCDF Lead Agency
- ☒ TANF offices
- ☒ Other government offices
- ☐ Child care resource and referral agencies
- ☐ Contractors
- ☐ Community-based organizations
- ☐ Public schools
- ☒ Internet

(provide website): <http://www.dhhs.ne.gov/chs/chc/ccsubsypa.htm>

- ☐ Promotional materials
- ☐ Community outreach meetings, workshops or other in-person meetings
- ☐ Radio and/or television
- ☐ Print media
- ☐ Other.

Describe:

**2.2.2. How can parents apply for CCDF services?** Check all application methods that your State/Territory has chosen to implement.

- ☒ In person interview or orientation
- ☒ By mail
- ☐ By Phone/Fax
- ☒ Through the Internet

(provide website): <http://accessnebraska.ne.gov>

- ☐ By Email
- ☐ Other.

Describe:

**2.2.3. Describe how the Lead Agency provides consumer education to parents applying for CCDF assistance to promote informed choices about the quality of care provided by various providers.**

Lead Agencies must certify that the State/Territory will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices (658E (c)(2)(G), §98.33).

For example, memorandums of understanding with resource and referral agencies to provide consumer education to families applying for CCDF assistance, providing parents with provider lists showing licensing history and/or Quality Rating and Improvement System (QRIS) ratings, or informational brochures that address importance of quality and different care options available.

[The Department has a booklet with tips on how to find quality child care.](#)

[The Department funds a staff person who is located in the Early Childhood Training Center and is accessible by a toll-free number. This individual will provide a list of licensed providers or assist the parent in locating a provider on the online roster maintained by the Department. The Department also has a public website that shows the licensing history and the history of any corrective licensing actions. The Department has a booklet which contains information on choosing child care. It is distributed by DHHS local offices and by the resource staff and referral staff personnel located in the Early Childhood Training Center.](#)

**2.2.4. Describe how the Lead Agency will support child care programs to increase the likelihood that CCDF-served children receive higher quality care as defined in your State/Territory.**

For example, methods used to promote upward movement in quality rating and improvement system, methods used to encourage high quality programs to participate in the subsidy program such as tiered reimbursement, or incentives used to support high quality programs in rural, suburban, urban, and low-income communities.

The Department pays higher rates to programs that are accredited through state-approved accrediting bodies. Grants of up to \$500 are available for licensed programs who are currently serving children receiving Child Care Subsidy; these grants can cover items that will improve the quality of care. Grants of up to \$100 are available for license-exempt programs who are serving children receiving Child Care Subsidy. In addition, annual incentive payments of up to \$275 are available to license-exempt providers who participate in certain activities identified to improve the quality of care, such as getting certification in CPR and First aid, completing a workshop, or signing up for the Child and Adult Care Food Program.

**2.2.5. How will the Lead Agency promote access to the CCDF subsidy program?**

Check the strategies that will be implemented by your State/Territory.

- ☒ Provide access to program office/workers such as by:
- ☐ Providing extended office hours
- ☒ Accepting applications at multiple office locations
- ☒ Providing a toll-free number for clients
- ☒ Other.

Describe:

Establishing customer service centers where workers may be contacted through a toll-free phone number.

- ☒ Using a simplified eligibility determination process such as by:
- ☒ Simplifying the application form (such as eliminating unnecessary questions, lowering the reading level)
- ☒ Developing a single application for multiple programs
- ☒ Developing web-based and/or phone-based application procedures
- ☒ Coordinating eligibility policies across programs.

List the program names: When possible, eligibility policies are coordinated for SNAP, TANF, Medicaid, and Child Care.

- ☒ Streamlining verification procedures, such as linking to other program data systems
- ☒ Providing information multi-lingually
- ☒ Including temporary periods of unemployment in eligibility criteria for new applicants

(job search, seasonal unemployment).

Length of time: [Individuals are allowed two consecutive calendar months for job search.](#)

☐ Other.

Describe:

☐ Other.

Describe:

☐ None

**2.2.6. Describe the Lead Agencies policies to promote continuity of care for children and stability for families.** Check the strategies, if any, that your State/Territory has chosen to implement.

☒ Provide CCDF assistance during periods of job search.

Length of time: [Two consecutive months](#)

☐ Establish two-tiered income eligibility to allow families to continue to receive child care subsidies if they experience an increase in income but still remain below 85% of State median income (SMI)

☒ Synchronize review date across programs

List programs:

[When possible, reviews are synchronized for TANF, SNAP, Medicaid and Child Care.](#)

☒ Longer eligibility re-determination periods (e.g., 1 year).

Describe:

[Unless the case circumstances require otherwise, eligibility is authorized for 12 months.](#)

☐ Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs.

Describe:

☐ Extend periods of eligibility for school-age children under age 13 to cover the school year.

Describe:

- ☐ Minimize reporting requirements for changes in family's circumstances that do not impact families' eligibility, such as changes in income below a certain threshold or change in employment
- ☐ Targeted case management to help families find and keep stable child care arrangements
- ☐ Using non-CCDF Funds to continue subsidy for families who no longer meet eligibility, such as for children who turn 13 years of age during the middle of a program year
- ☐ Other.

Describe:

☐ None

**2.2.7. How will the Lead Agency provide outreach and services to eligible families with limited English proficiency?** Check the strategies, if any, that your State/Territory has chosen to implement.

- ☒ Application in other languages
- ☒ Informational materials in non-English languages
- ☐ Training and technical assistance in non-English languages
- ☐ Website in non-English languages
- ☐ Lead Agency accepts applications at local community-based locations
- ☒ Bilingual caseworkers or translators available
- ☐ Other.

Describe:

☐ None

**(Optional) If the Lead Agency checked any option above related to providing information or services in other non-English languages, please describe the languages offered :**

[The application and some informational materials are available in Spanish. In addition, the agency subscribes to a language line where translators in all languages are available](#)

**2.2.8. How will the Lead Agency overcome language barriers with providers?** Check the strategies, if any, that your State/Territory has chosen to implement.

- ☒ Informational materials in non-English languages
- ☐ Training and technical assistance in non-English languages
- ☒ CCDF health and safety requirements in non-English languages
- ☒ Provider contracts or agreements in non-English languages
- ☐ Website in non-English languages
- ☒ Bilingual caseworkers or translators available

☐ Other.  
Describe:

☐ None

**(Optional) If the Lead Agency checked any option above related to providing information or services in other non-English languages, please describe the languages offered:**

Some informational materials and the provider agreement are available in Spanish. In addition, the agency subscribes to a language line where translators in all languages are available.

**2.2.9. Describe how the Lead Agency documents and verifies applicant information using the table below. (§98.20(a))**

Check the strategies that will be implemented by your State/Territory. **Attach** a copy of your parent application for the child care subsidy program(s) as **Attachment 2.2.9** or provide a web address, if available: <http://www.dhhs.ne.gov/fia/EA-117.pdf>

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
<input type="checkbox"/> Applicant identity	
<input checked="" type="checkbox"/> Household composition	<u>These are documented by the applicant's signature on the application.</u>
<input checked="" type="checkbox"/> Applicant's relationship to the child	<u>These are documented by the applicant's signature on the application.</u>
<input checked="" type="checkbox"/> Child's information for determining eligibility (e.g., identity, age, etc.)	<u>Citizenship and identity are primarily verified through a data match with State Vital Statistics; if there is no match, another sources is used such as a data match with Social Security, or a birth certificate, U.S. passport, hospital record.</u>
<input checked="" type="checkbox"/> Work, Job Training or Educational Program	<u>Pay Stubs; statement from the employer; data match with Department of Labor; school schedule</u>
<input checked="" type="checkbox"/> Income	<u>Pay Stubs; statement from the employer; data match with Department of Labor; copy of award letter from Social Security; Unemployment Insurance, etc.</u>
<input type="checkbox"/> Other. Describe:	

**2.2.10. Which strategies, if any, will the Lead Agency use to assure the timeliness of eligibility determinations upon receipt of applications?**

☒ Time limit for making eligibility determinations.

Describe length of time Regulations require eligibility determination within 30 days from date of



application.

☒ Track and monitor the eligibility determination process

☐ Other.

Describe

☐ None

**2.2.11. Are the policies, strategies or processes provided in questions 2.1.1. through 2.1.10 different for families receiving TANF? (658E(c)(2)(H) & (3)(D), §§98.16(g)(4), 98.33(b), 98.50(e))**

☐ Yes.

☒ No.

**2.2.12. Informing parents who receive TANF benefits about the exception to the individual penalties associated with the TANF work requirement.**

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age. Lead Agencies must coordinate with TANF programs to ensure, pursuant that TANF families with young children will be informed of their right not to be sanctioned if they meet the criteria set forth by the State TANF agency in accordance with section 407(e)(2) of the Social Security Act. In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care.

**NOTE:** The TANF agency, not the CCDF Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record.

a) Identify the TANF agency that established these criteria or definitions:

State/Territory TANF Agency [Nebraska Department of Health and Human Services, Division of Children and Family Services](#)

b) Provide the following definitions established by the TANF agency.

- "appropriate child care": [Care that is or can be licensed or approved by the Department of Health and Human Services](#)

- "reasonable distance": [A round trip of two hours or less from home to the site of child care. If a normal round trip commuting time in the area is more than two hours, that is considered the generally accepted community standard.](#)

- "unsuitability of informal child care": [Unpaid care or personally arranged care by a friend or relative that would be unsafe or harmful to the child.](#)

- "affordable child care arrangements": [Care at no cost to the client](#)

c) How are parents who receive TANF benefits informed about the exception to individual penalties associated with the TANF work requirements?

- ☐ In writing  
☒ Verbally  
☐ Other.

Describe:

## **2.3. Eligibility Criteria for Child Care**

In order to be eligible for services, children must (1) be under the age of 13, or under the age of 19 if the child is physically or mentally disabled or under court supervision; (2) reside with a family whose income is less than 85 percent of the State's median income for a family of the same size; and (3) reside with a parent or parents who is working or attending job training or an educational program; or (4) be receiving or needs to receive protective services. (658P(3), §98.20(a))

### **2.3.1. How does the Lead Agency define the following eligibility terms?**

*residing with -*

- An eligible child will be considered residing with a parent or guardian when that child's place of residence is considered to be the same as the parent's or guardian's.

*in loco parentis -*

- This refers to situations where a parent's rights, duties, and responsibilities are charged to someone other than the parent.

### **2.3.2. Eligibility Criteria Based Upon Age**

a) The Lead Agency serves children from 0 weeks to through 12 years (maximum age under age 13).

b) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are physically and/or mentally incapable of self-care?  
(658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

- ☒ Yes, and the upper age is [through 18](#)

Provide the Lead Agency definition of *physical or mental incapacity* -

An identified physical or developmental need that may or may not necessitate program adaptations including equipment, materials, and/or increased staff ratio.

☐ No.

c) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

☒ Yes, and the upper age is [through 18](#)

☐ No.

### 2.3.3. Eligibility Criteria Based Upon Work, Job Training or Educational Program

a) How does the Lead Agency define "working" for the purposes of eligibility? Provide a narrative description below, including allowable activities and if a minimum number of hours is required.

**Reminder** - Lead Agencies have the flexibility to include any work-related activities in its definition of working, including periods of job search and travel time. (§§98.16(f)(3), 98.20(b))  
*working-*

An individual is considered to be working if she or he is:

1. Employed in a specific role that provides the parent with monetary compensation for that role or the responsibilities that are related to it. This includes full or part time employment;

2. Self-employed;

3. Actively seeking employment. For individuals who are not participating in Employment First, child care may be authorized for two consecutive calendar months per program year July 1 through June 30 (with an extension if necessary) for the purpose of seeking employment;

4. Participating in an Employment First activity that is included in the Employment First Self-Sufficiency Contract.

b) Does the Lead Agency provide CCDF child care assistance to parents who are attending job training or an educational program? (§§98.16(g)(5), 98.20(b))

☒ Yes.

If yes, how does the Lead Agency define "attending job training or educational program" for the purposes of eligibility? Provide a narrative description below.

**Reminder** - Lead Agencies have the flexibility to include any training or education-related activities in its definition of job training or education, including study time and travel time.

*attending job training or educational program -*

- An individual is considered to be attending job training or an educational program if he or she is actively involved in an identified program, school, or college, where she or he will be gaining new knowledge or refreshing skills to gain an undergraduate degree or certificate, obtain a job, or enhance work responsibilities.

☐ No.

#### **2.3.4. Eligibility Criteria Based Upon Receiving or Needing to Receive Protective Services**

a) Does the Lead Agency provide child care to children in protective services?  
(§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

☒ Yes.

If yes, how does the Lead Agency define "protective services" for the purposes of eligibility? Provide a narrative description below.

**Reminder** - Lead Agencies have the flexibility to define protective services beyond formal child welfare or foster care cases. Lead Agencies may elect to include homeless children and other vulnerable populations in the definition of protective services.

**Note** - If the Lead Agency elects to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities for CCDF purposes these children are considered to be in protective services and should be included in this definition.

*protective services*

- Protective services relate to children under age 19 of families who have been identified through reporting or participating in care or shelter in respect to child abuse or child neglect or court supervision, or children who are in danger of needing protective service intervention.

☐ No.

b) Does the Lead Agency waive, on a case-by-case basis, the co-payment and income eligibility requirements for cases in which children receive, or need to receive, protective services? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

☒ Yes,

☐ No.

#### **2.3.5. Income Eligibility Criteria**

a) How does the Lead Agency define "income" for the purposes of eligibility? Provide the Lead Agency's definition of "income" for purposes of eligibility determination.  
(§§98.16(g)(5), 98.20(b))

income -

- Income is defined as money received from wages, tips, salary, commissions, profits from activities in which an individual is engaged as a self-employed person or as an employee, shelter received at no cost in lieu of wages, any cash benefit that is not the direct result of labor or services performed by the individual as an employee or a self-employed person.

b) Which of the following sources of income, if any, will the Lead Agency exclude from calculations of total family income for the purposes of eligibility determination? Check any income the Lead Agency chooses to exclude, if any.

- ☒ Adoption subsidies
- ☒ Foster care payments
- ☐ Alimony received or paid
- ☐ Child support received
- ☐ Child support paid
- ☒ Federal nutrition programs
- ☒ Federal tax credits
- ☒ State/Territory tax credits
- ☒ Housing allotments, Low-Income Energy Assistance Program (LIHEAP) or energy assistance
- ☐ Medical expenses or health insurance related expenses
- ☐ Military housing or other allotment/bonuses
- ☒ Scholarships, education loans, grants, income from work study
- ☐ Social Security Income
- ☐ Supplemental Security Income (SSI)
- ☐ Veteran's benefits
- ☐ Unemployment Insurance
- ☒ Temporary Assistance for Needy Families (TANF)
- ☐ Worker Compensation
- ☒ Other types of income not listed above:

Earnings of a child age 18 or younger and in school; money received from the sale of property such as stocks, bonds, a house or a car; lump sum inheritances or insurance payments; capital gains; income received for work experience paid by a Title I Workforce Investment Act program; Title I WIA allowance paid for supportive services such as transportation, meals, special tools and clothing; payments to AmeriCorps volunteers; payment made by an absent parent to a child care provider, landlord, or mortgage holder on behalf of the client; reimbursement for employment-related expenses such as mileage, lodging, or meals; military combat pay

☐ None

c) Whose income will be excluded, if any, for purposes of eligibility determination? Check anyone the Lead Agency chooses to exclude, if any.

- ☐ Children under age 18
- ☐ Children age 18 and over - still attending school
- ☐ Teen parents living with parents
- ☐ Unrelated members of household
- ☐ All members of household except for parents/legal guardians
- ☒ Other.

Describe:

Parents and siblings of a teen parent living with his or her parent(s); children age 19 and over; earnings of a child age 18 or younger and in school

☐ None

d) Provide the CCDF income eligibility limits in the table below. **Complete** columns (a) and (b) based upon maximum eligibility initial entry into the CCDF program. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the SMI.

**Reminder** - Income limits must be provided in terms of State Median Income (SMI) (or Territory Median Income) even if federal poverty level is used in implementing the program. (§98.20(a)(2)). FY 2011 poverty guidelines are available at <http://aspe.hhs.gov/poverty/11poverty.shtml>.

Family Size	(a)  100% of State Median Income (SMI)(\$/month)	(b)  85% of State Median Income (SMI)(\$/month) [Multiply (a) by 0.85]	IF APPLICABLE Income Level if lower than 85% SMI	
			(c)  \$/month	(d)  % of SMI [Divide (c) by (a), multiply by 100]
1	3062	2603	Not below 85%	N / A
2	4004	3403	1471	37
3	4947	4205	1854	37
4	5889	5006	2236	38
5	6831	5806	2617	38

e) Will the Lead Agency have "tiered eligibility" (i.e., a separate income limit at re-determination to remain eligible for the CCDF program)?

☒ Yes.

If yes, provide the requested information from the table in 2.3.5d and **describe below:**

**Note:** This information can be included in the table below.

A family is eligible for up to 24 months of Transitional Child Care with an income limit of 185% of Federal Poverty if they lost eligibility for an ADC grant because of increased earnings or increased hours of employment; received a grant in three of the last six months preceding ineligibility; provide financial information necessary to determine eligibility and the amount of the fee; need child care to allow the parent to accept or retain employment; and continue to meet the resource limit.

☐ No.

Family Size	(a)  100% of State Median Income (SMI) (\$/month)	(b)  85% of State Median Income (SMI) (\$/month)[Multiply (a) by 0.85]	IF APPLICABLE Income Level if lower than 85% SMI	
			(c)  \$/month	(d)  % of SMI[Divide (c) by (a), multiply by 100]
1	3062	2603	not below 85%	N / A
2	4004	3403	2268	57
3	4947	4205	2858	58
4	5889	5006	3447	59
5	6831	5806	4035	59

f) SMI Year 2012 and SMI Source HHS

g) These eligibility limits in column (c) became or will become effective on:  
July 01, 2011

### 2.3.6. Eligibility Re-determination

a) What is the re-determination period upon initial authorization of CCDF services for most families?

- ☐ 6 months  
☒ 12 months  
☐ 24 months  
☐ Other.

Describe:

☐ Length of eligibility varies by county or other jurisdiction.

Describe:

b) Is the re-determination period the same for all CCDF eligible families?

- ☒ Yes.
- ☐ No. If no, **check the categories of families for whom authorizations are different and describe the redetermination period for each.**

☐ Families enrolled in Head Start and/or Early Head Start Programs.

Re-determination period:

☐ Families enrolled in pre-kindergarten programs.

Re-determination period:

☐ Families receiving TANF.

Re-determination period:

☐ Families who are very-low income, but not receiving TANF.

Re-determination period:

☐ Other.

Describe:

c) Does the Lead Agency use a simplified process at re-determination?

- ☐ Yes.
- If yes, describe:
- 

☒ No.

2.3.7. Waiting Lists

**Describe the Lead Agency's waiting list status.** Select **ONE** of these options.

- ☒ Lead Agency currently does not have a waiting list and:
- ☒ All eligible families *who apply* will be served under State/Territory eligibility rules

☐ Not all eligible families *who apply* will be served under State/Territory eligibility rules



☐ Lead Agency has an active waiting list for:

- ☐ Any eligible family who applies when they cannot be served at the time of application
- ☐ Only certain eligible families.

Describe those families:

☐ Waiting lists are a county/local decision.

Describe:

☐ Other.

Describe:

### 2.3.8. Appeal Process for Eligibility Determinations

Describe the process for families to appeal eligibility determinations:

A family may request a fair hearing within 90 days following the date a notice of adverse action is mailed. If an applicant wishes to appeal due to the agency's inaction, she or he must request a fair hearing within 90 days of the date the application was assigned. If the client submits a request for a hearing within ten days following the date the notice is mailed, the staff must not take the adverse action until a fair hearing decision is rendered. Once the agency receives the client's request for a fair hearing, a hearing date is established and the client is notified. For the most part, fair hearings are conducted by telephone. After the hearing is held, the hearing officer makes a recommended decision; that decision is approved or reversed by the Department Director and the client is notified of the decision.

## 2.4. Sliding Fee Scale and Family Contribution

The statute and regulations require Lead Agencies to establish a sliding fee scale that varies based on income and the size of the family to be used in determining each family's contribution (i.e., co-payment) to the cost of child care (658E(c)(3)(B) §98.42).

### 2.4.1. Attach a copy of the sliding fee scale as Attachment 2.4.1.

The attached sliding fee scale was or will be effective as of: [July 01, 2011](#)

**2.4.2. Will the attached sliding fee scale provided as Attachment 2.4.1. be used in all parts of the State/Territory?**

- ☒ Yes  
☐ No.

If no, attach other sliding fee scales and their effective date(s) as **Attachment 2.4.2a, 2.4.2b**, etc.

**2.4.3. What income source and year will be used in creating the sliding fee scale?**  
(658E(c)(3)(B)) Check only one option.

☐ State Median Income,

Year:

☒ Federal Poverty Level,

Year: 2011

☐ Income source and year varies by geographic region.

Describe income source and year:

☐ Other.

Describe income source and year:

**2.4.4. How will the family's contribution be calculated and to whom will it be applied?** Check all that the Lead Agency has chosen to use. (§98.42(b))

☒ Fee as dollar amount and

☐ Fee is per child with the same fee for each child

☐ Fee is per child and discounted fee for two or more children

☐ No additional fee charged after certain number of children

☒ Fee per family

☐ Fee as percent of income and

☐ Fee is per child with the same percentage applied for each child

☐ Fee is per child and discounted percentage applied for two or more children

☐ No additional percentage applied charged after certain number of children

☐ Fee per family

☐ Contribution schedule varies by geographic area.

Describe:

☐ Other.

Describe:

**If the Lead Agency checked more than one of the options above, describe:**

**2.4.5. Will the Lead Agency use other factors in addition to income and family size to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))**

☒ Yes,

and describe those additional factors:

[The number of children in care](#)

☐ No.

**2.4.6. The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size. (§98.42(c)). Select **ONE** of these options.**

**Reminder** - Lead Agencies are reminded that the co-payments may be waived for only two circumstances - for families at or below the poverty level or on a case-by-case basis for children falling under the definition of "protective services" (as defined in 2.3.4.a).

☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.

☒ NO families with income at or below the poverty level for a family of the same size ARE required to pay a fee.

The poverty level used by the Lead Agency for a family of 3 is: [\\$1,544.99](#)

☐ SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The Lead Agency waives the fee for the following families:

The Lead Agency waives the fee for the following families:

## **2.5. Prioritizing Services for Eligible Children and Families**

At a minimum, CCDF requires Lead Agencies to give priority for child care assistance to children with special needs, or in families with very low incomes. Prioritization of CCDF assistance services is not limited to eligibility determination (i.e., establishment of a waiting list or ranking of eligible families in priority order to be served). Lead Agencies may fulfill priority requirements in other ways such as higher payment rates for providers caring for children with special needs or waiving co-payments for families with very low incomes (at or below the federal poverty level). (658E(c)(3)(B), §98.44)

**2.5.1. How will the Lead Agency prioritize child care services to children with special needs or in families with very low incomes?** (658E(c)(3)(B), §98.44) Lead Agencies have the discretion to define *children with special needs* and *children in families with very low incomes*. Lead Agencies are not limited in defining *children with special needs* to only those children with physical or mental disabilities (e.g., with a formal Individual Education Plan (IEP) required under the Individuals with Disabilities Education Act (IDEA)). Lead Agencies could consider children in the child welfare system, children of teen parents, or homeless children as examples of *children with special needs*.

Children with special needs

**Provide the Lead Agency definition of *Children with Special Needs*:**

A child with an identified physical or developmental need that may or may not necessitate program adaptations including equipment, materials, and/or increased staff ratio. To be considered a child with disabilities, the child must have one or more of the following conditions which are not related to chronological age:

- a. Emotional impairment: including behavioral impairment, requiring special equipment or assistance;
- b. Developmental age level lower than chronological age and requires assistance via special supervision;
- c. Movement impairment: requires assistance or unable to move;
- d. Sensory impairment: requires special environmental modifications or assistance;
- e. Speech impairment: requires special equipment or assistance;
- f. Hygiene: requires assistance or special equipment;
- g. Feeding: requires special equipment or assistance;
- h. Toileting: requires assistance or special equipment;
- i. Medical conditions: requires respiratory aids or special procedures;
- j. Therapy required: physical, occupational, speech, or respiratory;
- k. Medications: requires assistance or special procedures.

Describe:

N / A

Children in families with very low incomes

**Provide the Lead Agency definition of *Children in Families with Very Low Incomes*:**

Describe:

N / A

How will the Lead Agency prioritize CCDF services for:	Eligibility Priority (Check only one)	Is there a time limit on the eligibility priority or guarantee?	Other Priority Rules
Children with special needs	<input type="checkbox"/> Priority over other CCDF-eligible families <input checked="" type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed subsidy eligibility <input type="checkbox"/> Other.	<input type="checkbox"/> Yes. The time limit is: <input type="text"/> <input checked="" type="checkbox"/> No	<input type="checkbox"/> Different eligibility thresholds. Describe: <input type="text" value="N / A"/> <input checked="" type="checkbox"/> Higher rates for providers caring for children with special needs requiring additional care <input type="checkbox"/> Prioritizes quality funds for providers serving these children <input type="checkbox"/> Other. Describe: <input type="text" value="N / A"/>
Children in families with very low incomes	<input type="checkbox"/> Priority over other CCDF-eligible families <input checked="" type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed subsidy eligibility <input type="checkbox"/> Other.	<input type="checkbox"/> Yes. The time limit is: <input type="text"/> <input checked="" type="checkbox"/> No	<input type="checkbox"/> Different eligibility thresholds. Describe: <input type="text" value="N / A"/> <input checked="" type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level <input type="checkbox"/> Other. Describe: <input type="text" value="N / A"/>

**2.5.2. How will CCDF funds be used to provide child care assistance to meet the needs of families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF?** (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4)) **Reminder** - CCDF requires that not less than 70 percent of CCDF Mandatory and Matching funds be used to provide child care assistance for families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on

TANF.

- ☐ Use priority rules to meet the needs of TANF families (describe in 2.5.1 or 2.5.3.)
- ☐ Waive fees (co-payments) for some or all TANF families who are below poverty level
- ☐ Coordinate with other entities (i.e. TANF office, other State/Territory agencies, and contractors)
- ☒ Other.

Describe:

All families receiving TANF who need child care receive it through Child Care Subsidy. Families who are transitioning off TANF through work activities are eligible for up to 24 months of subsidized child care with income eligibility up to 185% of Federal Poverty. Families that are at risk of becoming dependent on TANF are eligible with income up to 120% of Federal Poverty.

**2.5.3. List and define any other eligibility conditions, priority rules and definitions that will be established by the Lead Agency.** (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

Reminder - Lead Agencies are reminded that any eligibility criteria and terms provided below must comply with the eligibility requirements of §98.20 and provided in section 2.2. Any priority rules provided must comply with the priority requirements of §98.44 and provided in section 2.4.1.

**Term(s) - Definition(s)**

Describe:

None

**2.6. Parental Choice In Relation to Certificates, Grants or Contracts**

The parent(s) of each eligible child who receives or is offered financial assistance for child care services has the option of either enrolling such child with a provider that has a grant or contract for the provision of service or receiving a child care certificate.  
(658E(c)(2)(A), §98.15(a))

**2.6.1. Child Care Certificates**

a) When is the child care certificate (also referred to as voucher or authorization) issued to parents? (658E(c)(2)(A)(iii), 658P(2), §98.2, §98.30(c)(4) & (e)(1) & (2))

- ☐ Before parent has selected a provider
- ☒ After parent has selected a provider
- ☐ Other.

Describe:

b) How does the Lead Agency inform parents that the child care certificate permits them to choose from a variety of child care categories, including child care centers, child care group homes, family child care homes, and in-home providers? (§98.30(e)(2))

- ☐ Certificate form provides information about choice of providers
- ☐ Certificate is not linked to a specific provider so parents can choose provider of choice
- ☒ Consumer education materials (flyers, forms, brochures)
- ☒ Referral to child care resource and referral agencies
- ☒ Verbal communication at the time of application
- ☐ Public Services Announcement
- ☒ Agency

Website: <http://www.dhhs.ne.gov/chs/chc/ccsubsypa.htm>

- ☐ Community outreach meetings, workshops, other in person activities
- ☒ Multiple points of communication throughout the eligibility and renew process
- ☐ Other.

Describe:

c) What information is included on the child care certificate? **Attach a copy of the child care certificate as Attachment 2.6.1.** (658E(c)(2)(A)(iii))

- ☒ Authorized provider(s)
- ☒ Authorized payment rate(s)
- ☒ Authorized hours
- ☒ Co-payment amount
- ☒ Authorization period
- ☐ Other.

Describe:

d) What is the estimated proportion of services that will be available for child care services through certificates?

[All service is through certificates](#)

## 2.6.2. Child Care Services Available through Grants or Contracts

a) In addition to offering certificates, does the Lead Agency provide child care services through grants or contracts for child care slots? (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b)). **Note:** Do not check "yes" if every provider is simply required to sign an agreement in order to be paid in the certificate program.

☐ Yes.

If yes, **describe** the type(s) of child care services available through grants or contracts, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts:

☒ No.

b) Will the Lead Agency use grants or contracts for child care services to achieve any of the following? Check the strategies, if any, that your State/Territory chooses to implement.

- ☐ Increase the supply of specific types of care
- ☐ Programs to serve children with special needs
- ☐ Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs
- ☐ Programs to serve infant/toddler
- ☐ School-age programs
- ☐ Center-based providers
- ☐ Family child care providers
- ☐ Group-home providers
- ☐ Programs that serve specific geographic areas
- ☐ Urban
- ☐ Rural
- ☒ Other.

Describe:

N/A

- ☐ Support programs in providing higher quality services
- ☐ Support programs in providing comprehensive services
- ☐ Serve underserved families.

Specify:



☒ Other.  
Describe:

N / A

c) Are child care services provided through grants or contracts offered throughout the State/Territory? (658E(a), §98.16(g)(3))

☐ Yes.

☐ No,

and **identify** the localities (political subdivisions) and services that are not offered:

N / A

d) How are payment rates for child care services provided through grants/contracts determined?

N / A

e) What is the estimated proportion of direct services that will be available for child care services through grants/contracts?

N / A

**2.6.3. How will the Lead Agency inform parents and providers of policies and procedures for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds? (658E(c)(2)(B), §98.31))** Check the strategies that will be implemented by your State/Territory.

☐ Signed declaration

☐ Parent Application

☒ Parent Orientation

☒ Provider Agreement

☐ Provider Orientation

☐ Other.

Describe:

**2.6.4. The Lead Agency must allow for in-home care (i.e., care provided in the child's own home) but may limit its use. (§§98.16(g)(2), 98.30(e)(1)(iv))** Will the Lead Agency limit the use of in-home care in any way?

- ☐ No
- ☒ Yes. If checked, what limits will the Lead Agency set on the use of in-home care?  
Check all limits the Lead Agency will establish.
- ☒ Restricted based on minimum number of children in the care of the provider to meet minimum wage law or Fair Labor Standards Act
- ☐ Restricted based on provider meeting a minimum age requirement
- ☒ Restricted based on hours of care (certain number of hours, non-traditional work hours)
- ☐ Restricted to care by relatives
- ☒ Restricted to care for children with special needs or medical condition
- ☐ Restricted to in-home providers that meet some basic health and safety requirements
- ☐ Other.

Describe:

**2.6.5. Describe how the Lead Agency maintains a record of substantiated parental complaints about providers and makes substantiated parental complaints available to the public on request. (658E(c)(2)(C), §98.32)**

[The Department uses an automated system, known as License Information System \(LIS\), for tracking complaints of licensed child care programs. LIS allows staff to track individual case complaints and generate reports. The Department's eligibility system, N-FOCUS, also has a mechanism for recording complaints about a provider. Department rules and regulations provide for the release of Licensing Compliance Reviews to the public upon verbal or written request. Compliance Reviews are completed on all visits/inspections of licensed child care programs including complaint investigations and routine announced and unannounced visits. Parents may also request a record of complaints recorded for a license-exempt provider.](#)

**2.7. Payment Rates for Child Care Services**

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish adequate payment rates for child care services that ensure eligible children equal access to comparable care.

**2.7.1. Provide a copy of your payment rates as Attachment 2.7.1.**

The attached payment rates were or will be effective as of: [July 01, 2011](#)

**2.7.2. Are the attached payment rates provided in Attachment 2.7.1 used in all parts of the State/Territory?**

☒ Yes.

☐ No. If no, attach other payment rates and their effective date(s) as **Attachment 2.7.2a, 2.7.2b**, etc.

**2.7.3. Which strategies, if any, will the Lead Agency use to ensure the timeliness of payments?**

☐ Policy on length of time for making payments.

Describe length of time:

☐ Track and monitor the payment process

☒ Other.

Describe:

[State statute requires the payment of a valid claim within 45 days from receipt.](#)

☐ None

**2.7.4. Market Rate Survey**

Lead Agencies must complete a local Market Rate Survey (MRS) no earlier than two years prior to the effective date of the Plan (no earlier than October 1, 2009). The MRS must be completed prior to the submission of the CCDF Plan (see Program Instruction CCDF-ACF-PI-2009-02

<http://www.acf.hhs.gov/programs/ccb/law/guidance/current/pi2009-02/pi2009-02.htm> for more information on the MRS deadline).

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): **06/2010**

b) Attach a copy of the **MRS instrument** and a **summary of the results** of the survey **as Attachment 2.7.4**. For Lead Agencies that use an administrative provider database, provide a copy of the intake form as the instrument. The summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings.

**2.7.5. Will the Lead Agency use the local Market Rate Survey identified in 2.7.4a (i.e., the most recent MRS) to set its payment rates?**

☐ Yes

☒ No.

If no, list the MRS year that the payment rate ceiling is based upon: [2009](#)

**2.7.6. At what percentile of the most recent local MRS are or will payment rates be set?** Provide the percentile for your payment rate ceiling in relation to the most recent survey and **describe**:

**Note:** Identify the percentile where payment rates fall according to the most recent local MRS (identified in 2.7.4a) regardless of whether or not you use the most recent survey to set rates. If the percentile(s) varies across categories of care (e.g., different for centers and family child care homes), regions or ages of children, provide the range of the highest and lowest percentile in relation to the most recent survey.

[Rates will remain at the levels adopted in July, 2009 except no rate will be below the 50<sup>th</sup> percentile of the 2010 Market Rate Survey; based on the 2010 MRS, rates range from the 50<sup>th</sup> to the 75<sup>th</sup> percentile.](#)

**2.7.7. Will the Lead Agency provide any type of tiered reimbursement or differential rates on top of its base reimbursement rates for providing care for children receiving CCDF subsidies?** Check which types of tiered reimbursement, if any, the Lead Agency has chosen to implement.

☐ Differential rate for nontraditional hours.

Describe:

☒ Differential rate for children with special needs as defined by the State/Territory.

Describe:

[A rate is negotiated based on the needs of the child](#)

☐ Differential rate for infants and toddlers.

Describe:

☐ Differential rate for school-age programs.

Describe:

☒ Differential rate for higher quality as defined by the State/Territory.

Describe:

The Department pays a higher rate for programs that are accredited by state-recognized accrediting bodies.

☐ Other differential rate.

Describe:

☐ None.

**2.7.8. Will the Lead Agency allow providers to charge parents any additional fees?**

Check the policies, if any, the Lead Agency has chosen to establish regarding additional fees.

☐ Providers are allowed to charge the difference between the maximum reimbursement rate and their private pay rate

☐ Providers are allowed to charge registration fees

☒ Providers are allowed to charge for transportation fees

☐ Providers are allowed to charge for meals.

☒ Providers are allowed to charge additional incidental fees such as field trips or supplies

☐ Policies vary across region, counties and or geographic areas.

Describe:

☐ No, providers may not charge parents any additional fees

☐ Other.

Describe:

☐ None

**2.7.9. Describe how payment rates are adequate to ensure equal access to the full range of providers based on the Market Rate Survey.**

CCDF regulations require the Lead Agency to certify that the payment rates for the provision of child care services are sufficient to ensure equal access for eligible families to child care services comparable to those provided to families not eligible to receive CCDF assistance. To demonstrate equal access, the Lead Agency shall provide at a minimum a summary of facts describing: (§98.43(a))

a) How a choice of the full range of providers, e.g., child care centers, family child care homes, group child care homes and in-home care, is made available (§98.43(a)(1)):

The family may choose among the full range of providers.

b) How payment rates are adequate based on the most recent local MRS (§98.43(a)(2)):

The Department has a full range of providers who are participating in the Child Care Subsidy Program. Although rates for the 2012-2013 state fiscal years will remain at the level adopted in July, 2009, the rates range from the 50<sup>th</sup> to the 75<sup>th</sup> percentile. Any rates which would have fallen below the 50<sup>th</sup> percentile were increased to the 50<sup>th</sup> percentile. This continues to be sufficient to maintain a variety of providers.

c) How family co-payments based on a sliding fee scale are affordable (§98.43(a)(3)):

Affordability is factored into the calculation of the copayments in that no copayment is required for families when the minimum earnings are less than the equivalent of one parent working fulltime at minimum wage. At this income level, the copayment is set at approximately 8% of the gross income. Copayments increase in increments based on increased family income with an overall limit of the maximum copayment to 20% of gross income.

d) Any additional facts the Lead Agency considered to determine that its payment rates ensure equal access:

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## **2.7.10 Goals for the next Biennium -**

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agency's goals for the administration of the CCDF subsidy program in the coming Biennium? For example, what progress does the State/Territory expect to make on continuing improved services to parents and providers, continuity of care for children, improving outreach to parents and providers, building or expanding information technology systems, or revising rate setting policies or practices):

It is the goal of the Department to determine how to retain the core services of the program in a time of budget constraints.

## **PART 3**

### **Health and Safety and Quality Improvement Activities**

#### **3.1. Activities to Ensure the Health and Safety of Children in Child Care (Component #1)**

This section is intended to collect information on how Lead Agencies meet the statutory and regulatory provisions related to licensing and health and safety requirements. The CCDBG statute and the CCDF regulations address health and safety primarily in two ways.

First, Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i). Lead Agencies must describe those licensing requirements and how they are effectively enforced. Second, Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF.

The relationship between licensing requirements and health and safety requirements varies by State/Territory depending on how comprehensive the licensing system is. In some States and Territories, licensing may apply to the majority of CCDF-eligible providers and the licensing standards cover the three CCDF health and safety requirements so the State/Territory has few, if any, providers for whom they need to establish additional CCDF health and safety requirements. In other cases, States and Territories have elected to exempt large numbers of providers from licensing which means that those exempted providers who care for children receiving assistance from CCDF will have to meet to the CCDF health and safety requirements through an alternative process outside of licensing. The State/Territory may also elect to impose more stringent standards and licensing or regulatory requirements on child care providers of services for which assistance is provided under the CCDF than the standards or requirements imposed on other child care providers. (§98.40(b)(1)) Section 3.1 asks the State/Territory to identify and describe the components of both the licensing and CCDF health and safety requirements, indicate which providers are subject to the requirements, and describe compliance and enforcement activities. (658E(c)(2)(F), §98.41)

##### **3.1.1. Compliance with Applicable State/Territory and Local Regulatory Requirements on Licensing**

Lead Agencies shall certify that they have in effect licensing requirements applicable to

child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i). Lead Agencies must describe those licensing requirements and how they are effectively enforced.

**Definition:** Licensing requirements are defined as regulatory requirements, including registration or certification requirements established under State, local, or tribal law, necessary for a provider to legally operate and provide child care services in a State or locality (§98.2). This does not include registration or certification requirements solely for child care providers to be eligible to participate in the CCDF program. Those requirements will be addressed in 3.1.2.

a) Is the Lead Agency responsible for child care licensing? (§98.11(a))

☒ Yes.

☐ No.

Please identify the State or local (if applicable) entity/agency responsible for licensing:

b) **Provide a brief overview** of the relationship between the licensing requirements and CCDF health and safety requirements in your State/Territory. At a minimum, describe whether the State/Territory's licensing requirements serve as the CCDF health and safety requirements.

[Licensing regulations for Child Care Centers and Family Child Care Homes serve as the health and safety requirements for Child Care Centers and Family Child Care Homes that participate in Nebraska's Child Care Subsidy Program.](#)

c) CCDF identifies and defines four categories of care: child care centers, family child care homes, group child care homes and in-home child care providers (§98.2). The CCDF definition for each category is listed below. Within each CCDF category of care, please identify which types of providers are exempt from licensing in your State/Territory in the chart below.

CCDF Category of Care	CCDF Definition (§98.2)	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?



Center-Based Child Care	Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	<p>Describe which types of center-based settings are exempt from licensing in your State/Territory.</p> <p>For example, some jurisdictions exempt school-based centers, centers operated by religious organizations, summer camps, or Head Start programs</p> <p><b>A recreation camp as defined in Neb. Rev. Stat. section 71-3101;</b></p> <p><b>Classes or services provided by a religious organization other than child care or a preschool or nursery school;</b></p> <p><b>A preschool program conducted in a school approved pursuant to section 79-318;</b></p> <p><b>Services provided only to school-age children during the summer and other extended breaks in the school year;</b></p> <p><b>Services provided for no compensation, either directly or indirectly.</b></p>
<p>Group Home Child Care</p> <p>N/A. Check if your State/Territory does not have group home child care.</p> <p><input type="checkbox"/></p>	Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	<p>Describe which types of group homes are exempt from licensing:</p> <p><b>All exemptions listed under Child Care Centers; and</b></p> <p><b>All exemptions listed under Family Child Care.</b></p>

Family Child Care	Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work. <b>Reminder</b> - Do not check if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of family child care home providers are exempt from licensing: <b>Child care provided to three or fewer children from different families;</b> <b>Child care provided to any number of children from the same family;</b> <b>Child care provided only to grandchildren;</b> <b>Casual care at irregular intervals; Foster care.</b>
In-Home Care	In-home child care provider is defined as an individual who provides child care services in the child's own home. <b>Reminder</b> - Do not respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of in-home child care providers are exempt from licensing: <b>Child Care provided to one family of children is exempt from licensing, regardless of whether the care is provided in the home of the child care provider or the home of the parent of children served. Thus, "in-home" child care is exempt from licensure unless two or more families with four or more children are served at the same time.</b>

**Note:** In lieu of submitting or attaching licensing regulations to certify the requirements of §98.40(a)(1), Lead Agencies may provide their licensing regulations to the National Resource Center for Health and Safety in Child Care and Early Education. Please check the NRCKid's website at <http://nrckids.org/> to verify the accuracy of your licensing regulations and provide any updates to the National Resource Center. **Check this box to indicate that the licensing requirements were submitted and verified at NRCKid's:**



d) **Indicate** whether your State/Territory licensing requirements include any of the following four indicators for each category of care\*.

\*Source: National Resource Center for Health and Safety in Child Care and Early Education. (2003) Stepping Stones to Using Caring for Our Children: National Health and Safety Performance Standards, 2nd Ed. Health Resources and Services Administration, Maternal and Child Health Bureau. Available online: <http://nrckids.org/stepping>

Indicator	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
Do the licensing requirements include <b>child:staff ratios and group sizes?</b> If yes, specify age group, where appropriate:	<input checked="" type="checkbox"/> Child:staff ratio requirement:	<input checked="" type="checkbox"/> Child:staff ratio requirement:	<input checked="" type="checkbox"/> Child:staff ratio requirement:	<input type="checkbox"/> Child:staff ratio requirement:
	varies upon age - <a href="http://www.daycare.com/nebraska/">http://www.daycare.com/nebraska/</a>	varies upon age - <a href="http://www.daycare.com/nebraska/">http://www.daycare.com/nebraska/</a>	varies upon age - <a href="http://www.daycare.com/nebraska/">http://www.daycare.com/nebraska/</a>	N / A
	<input checked="" type="checkbox"/> Group size requirement:	<input checked="" type="checkbox"/> Group size requirement:	<input checked="" type="checkbox"/> Group size requirement:	<input type="checkbox"/> Group size requirement:
	Only for infants under 18 months	Maximum number of children is twelve with 2 caregivers.	Maximum number of children is 8 of mixed age plus 2 school age.	N / A
	<input type="checkbox"/> No requirements.	<input type="checkbox"/> No requirements.	<input type="checkbox"/> No requirements.	<input checked="" type="checkbox"/> No requirements.
Do the licensing requirements identify specific experience and educational <b>credentials for child care directors?</b>	<input checked="" type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED
	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)
	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential
	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree
	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree
	<input type="checkbox"/> No credential required for licensing	<input checked="" type="checkbox"/> No credential required for licensing	<input checked="" type="checkbox"/> No credential required for licensing	<input checked="" type="checkbox"/> No credential required for licensing
	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

Do the licensing requirements identify specific experience and educational <b>credentials for child care teachers?</b>	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED
	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)
	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential
	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree
	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree
	<input checked="" type="checkbox"/> No credential required for licensing	<input checked="" type="checkbox"/> No credential required for licensing	<input checked="" type="checkbox"/> No credential required for licensing	<input checked="" type="checkbox"/> No credential required for licensing
	<input type="checkbox"/> Other: 	<input type="checkbox"/> Other: 	<input type="checkbox"/> Other: 	<input type="checkbox"/> Other: 
Do the licensing requirements specify that directors and caregivers must attain a specific number of <b>training hours per year?</b>	<input type="checkbox"/> At least 30 training hours required in first year	<input type="checkbox"/> At least 30 training hours required in first year	<input type="checkbox"/> At least 30 training hours required in first year	<input type="checkbox"/> At least 30 training hours required in first year
	<input type="checkbox"/> At least 24 training hours per year after first year	<input type="checkbox"/> At least 24 training hours per year after first year	<input type="checkbox"/> At least 24 training hours per year after first year	<input type="checkbox"/> At least 24 training hours per year after first year
	<input type="checkbox"/> No training requirement	<input type="checkbox"/> No training requirement	<input type="checkbox"/> No training requirement	<input checked="" type="checkbox"/> No training requirement
	<input checked="" type="checkbox"/> Other: 	<input checked="" type="checkbox"/> Other: 	<input checked="" type="checkbox"/> Other: 	<input type="checkbox"/> Other: 
	12 Clock hours of training each year	12 Clock hours of training each year	12 Clock hours of training each year	

e) Do you expect the licensing requirements for child care providers to change in FY2012-2013?

☒ Yes.

Describe: [The Child Care Licensing Program has completed a thorough review and revision of all early childhood regulations and is awaiting approval to hold public hearings on the draft regulations.](#)

☐ No.

### 3.1.2. Compliance with Applicable State/Territory and Local Regulatory Requirements on Health and Safety

Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF. Such requirements shall include the prevention and control of infectious diseases (including immunization), building and physical premises safety, and minimum health and safety training appropriate to the provider setting. These health and safety requirements apply to all providers caring for children receiving CCDF services and which also may be covered by the licensing requirements. (658E(c)(2)(F), §98.41)

a) **Describe** the Lead Agency's health and safety requirements for prevention and control of infectious disease in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(i), §98.41(a)(1))

For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.				
The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input type="checkbox"/> Physical exam or health statement for providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Physical exam or health statement for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> Tuberculosis check for providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tuberculosis check for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Provider immunizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Child immunizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Hand-washing policy for providers and children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Diapering policy and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a self- certification or complete health and safety checklist	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe:				

b) **Describe** the Lead Agency's health and safety requirements for building and physical premises safety, including policies and practices to protect from environmental hazards, in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(ii), §98.41(a)(2))

<b>The Lead Agency requires:</b>	<b>Center-based child care providers</b>	<b>Family child care home providers</b>	<b>Group home child care providers</b>	<b>In-home child care providers</b>
<input checked="" type="checkbox"/> Fire inspection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Building inspection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Health inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Inaccessibility of toxic substances policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Safe sleep policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tobacco exposure reduction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Transportation policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input checked="" type="checkbox"/> Other. Describe: <a href="#">The provider must complete a self-certification checklist which includes items intended to meet health and safety standards. The worker will investigate if there is a complaint.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------	--------------------------	--------------------------	-------------------------------------

c) **Describe** the Lead Agency's health and safety requirements for health and safety training in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(iii), §98.41(a)(3))

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
<b>Child Care Centers</b>	CPR (Child Care Centers)	<a href="#">Not required during pre-service.</a>	<a href="#">On-going training <b>is</b> required</a>
	First Aid (Child Care Centers)	<a href="#">Not required during pre-service</a>	<a href="#">On-going training <b>is</b> required.</a>
	Training on infectious diseases (Child Care Centers)	<a href="#">Not required during pre-service</a>	<a href="#">On-going training not required.</a>
	SIDS prevention (i.e., safe sleep) (Child Care Centers)	<a href="#">Not required during pre-service</a>	<a href="#">On-going training not required.</a>
	Medication administration (Child Care Centers)	<a href="#">Not required during pre-service</a>	<a href="#">On-going training not required.</a>
	Mandatory reporting of suspected abuse or neglect (Child Care Centers)	<a href="#">Not required during pre-service</a>	<a href="#">On-going training not required.</a>
	Child development (Child Care Centers)	<a href="#">Not required during pre-service</a>	<a href="#">On-going training not required.</a>
	Supervision of children (Child Care Centers)	<a href="#">Not required during pre-service</a>	<a href="#">On-going training not required.</a>



	Behavior management (Child Care Centers)	Not required during pre-service	On-going training not required.
	Nutrition (Child Care Centers)	Not required during pre-service	On-going training <b>is</b> required.
	Breastfeeding (Child Care Centers)	Not required during pre-service	Ongoing training not required.
	Physical activity (Child Care Centers)	Not required during pre-service	On-going training not required.
	Working with children with special needs or disabilities (Child Care Centers)	Not required during pre-service	On-going training not required.
	Emergency preparedness and response (Child Care Centers)	Not required during pre-service	Not required during pre-service
	Other. (Child Care Centers)	N / A	N / A
	Describe: N / A		
<b>Group Home Child Care</b>	CPR (Group Home Child Care)	Pre-Service training is not required. .	On-going training is required. .
	First Aid (Group Home Child Care)	Pre-Service training is not required.	On-going training is required.
	Training on infectious diseases (Group Home Child Care)	Pre-Service training is not required.	On-going training is not required.
	SIDS prevention (i.e., safe sleep) (Group Home Child Care)	Pre-Service training is not required.	On-going training is not required.
	Medication administration (Group Home Child Care)	Pre-Service training is not required.	On-going training is not required.
	Mandatory reporting of suspected abuse or neglect (Group Home Child Care)	Pre-Service training is not required.	On-going training is not required.
	Child development (Group Home Child Care)	Pre-Service training is not required.	On-going training is not required.
	Supervision of children (Group Home Child Care)	Pre-Service training is not required.	On-going training is not required.
	Behavior management (Group Home Child Care)	Pre-Service training is not required.	On-going training is not required.

	Nutrition (Group Home Child Care)	Pre-Service training is not required.	On-going training is not required.
	Breastfeeding (Group Home Child Care)	Pre-Service training is not required.	On-going training is not required.
	Physical activity (Group Home Child Care)	Pre-Service training is not required.	On-going training is not required.
	Working with children with special needs or disabilities (Group Home Child Care)	Pre-Service training is not required.	On-going training is not required.
	Emergency preparedness and response (Group Home Child Care)	Pre-Service training is not required.	On-going training is not required.
	Other. (Group Home Child Care) Describe: N / A	N / A	N / A
<b>Family Child Care Providers</b>	CPR (Family Child Care Providers)	Not required for pre-service.	On-going CPR training is required
	First Aid (Family Child Care Providers)	Not required for pre-service.	On-going First Aid is required.
	Training on infectious diseases (Family Child Care Providers)	Not required for pre-service.	On-going training is not required.
	SIDS prevention (i.e., safe sleep) (Family Child Care Providers)	Not required for pre-service.	On-going training is not required.
	Medication administration (Family Child Care Providers)	Not required for pre-service.	On-going training is not required.
	Mandatory reporting of suspected abuse or neglect (Family Child Care Providers)	Not required for pre-service.	On-going training is not required.
	Child development (Family Child Care Providers)	Not required for pre-service.	On-going training is not required.
	Supervision of children (Family Child Care Providers)	Not required for pre-service.	On-going training is not required.
	Behavior management (Family Child Care Providers)	Not required for pre-service.	On-going training is not required.
	Nutrition (Family Child Care Providers)	Not required for pre-service.	On-going training is not required.

	Breastfeeding (Family Child Care Providers)	Not required for pre-service.	On-going training is not required.
	Physical activity (Family Child Care Providers)	Not required for pre-service.	On-going training is not required.
	Working with children with special needs or disabilities (Family Child Care Providers)	Not required for pre-service.	On-going training is not required.
	Emergency preparedness and response (Family Child Care Providers)	Not required for pre-service.	On-going training is not required.
	Other. (Family Child Care Providers)	N / A	N / A
	Describe: N / A		
<b>In-Home Child Care Providers</b>	CPR (In-Home Child Care Providers)	Not required for pre-service	On-going CPR is not required.
	First Aid (In-Home Child Care Providers)	Pre-Service training is not required.	On-going training not required.
	Training on infectious diseases (In-Home Child Care Providers)	Pre-Service training is not required.	On-going training not required.
	SIDS prevention (i.e., safe sleep) (In-Home Child Care Providers)	Pre-Service training is not required.	On-going training not required.
	Medication administration (In-Home Child Care Providers)	Pre-Service training is not required.	On-going training not required.
	Mandatory reporting of suspected abuse or neglect (In-Home Child Care Providers)	Pre-Service training is not required.	On-going training not required.
	Child development (In-Home Child Care Providers)	Pre-Service training is not required.	On-going training not required.
	Supervision of children (In-Home Child Care Providers)	Pre-Service training is not required.	On-going training not required.
	Behavior management (In-Home Child Care Providers)	Pre-Service training is not required.	On-going training not required.
	Nutrition (In-Home Child Care Providers)	Pre-Service training is not required.	On-going training not required.

	Breastfeeding (In-Home Child Care Providers)	Pre-Service training is not required.	On-going training not required.
	Physical activity (In-Home Child Care Providers)	Pre-Service training is not required.	On-going training not required.
	Working with children with special needs or disabilities (In-Home Child Care Providers)	Pre-Service training is not required.	On-going training not required.
	Emergency preparedness and response (In-Home Child Care Providers)	Pre-Service training is not required.	On-going training not required.
	Other. (In-Home Child Care Providers)	N / A	N / A
	Describe: N / A		

d) CCDF allows Lead Agencies to exempt relative providers (grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles) from these health and safety requirements. What are the Lead Agency's requirements for relative providers? (§98.41(A)(ii))(A))

- ☒ All relative providers are subject to the same health and safety requirements as described in 3.1.2a-c, as appropriate; there are no exceptions for relatives.
- ☐ Relative providers are NOT required to meet any health and safety requirements as described in 3.1.2a-c, as appropriate.
- ☐ Relative providers are subject to certain requirements.

Describe the different requirements:

Not Applicable

e) Provide a web address for the State/Territory's health and safety requirements, if available:

<http://www.dhhs.ne.gov/reg/t391.htm>

### 3.1.3 Enforcement of Licensing Requirements

Each Lead Agency is required to provide a detailed description of the State/Territory's licensing requirements and how its licensing requirements are effectively enforced. (658E(c)(2)(E), §98.40(a)(2)) The Lead Agency is also required to certify that that procedures are in effect to ensure that child care providers caring for children receiving CCDF services comply with the applicable health and safety requirements.

**Describe the State/Territory's policies for effective enforcement of the licensing requirements using questions 3.1.3a through 3.1.3e below.** This description includes whether and how the State/Territory uses visits (announced and unannounced), background checks, and any other enforcement policies and practices for the licensing requirements.

a) Does your State/Territory include **announced** and/or **unannounced** visits in its policies as a way to effectively enforce the licensing requirements?

- ☒ Yes. If "Yes" please refer to the chart below and check all that apply.
- ☐ No.

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
<input checked="" type="checkbox"/> Center-Based Child Care	<input type="checkbox"/> Once a Year	<input checked="" type="checkbox"/> Once a Year
	<input type="checkbox"/> More than Once a Year	<input checked="" type="checkbox"/> More than Once a Year
	<input type="checkbox"/> Once Every Two Years	<input type="checkbox"/> Once Every Two Years
	<input type="checkbox"/> Other.	<input checked="" type="checkbox"/> Other.
	Describe:	Describe: <a href="#">More than once a year: License capacity 30 or more.</a>
<input checked="" type="checkbox"/> Group Home Child Care	<input type="checkbox"/> Once a Year	<input checked="" type="checkbox"/> Once a Year
	<input type="checkbox"/> More than Once a Year	<input type="checkbox"/> More than Once a Year
	<input type="checkbox"/> Once Every Two Years	<input type="checkbox"/> Once Every Two Years
	<input type="checkbox"/> Other.	<input type="checkbox"/> Other.
	Describe:	Describe:

<input checked="" type="checkbox"/> Family Child Care Home	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:
<input type="checkbox"/> In-Home Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:

b) Does your State/Territory have any of the following procedures in place for effective enforcement of the licensing requirements? If procedures differ based on the category of care, please indicate how in the "Describe" box.

☒ Yes. If "Yes" please refer to the chart below and check all that apply.

☐ No.

<b>Licensing Procedures</b>	<b>Describe</b> which procedures are used by the State/Territory for enforcement of the licensing requirements.
-----------------------------	-----------------------------------------------------------------------------------------------------------------

<p>The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.</p>	<div><input checked="" type="checkbox"/></div> <div>Yes.</div> <div>Describe:</div> <div><a href="#">One hour Orientation Training delivered by Child Care Licensing program required prior to issuing a license</a></div> <div><input type="checkbox"/></div> <div>No.</div> <div><input type="checkbox"/></div> <div>Other.</div> <div>Describe:</div>
<p>Licensing staff has procedures in place to address violations found in an inspection.</p>	<div><input checked="" type="checkbox"/></div> <div>Providers are required to submit plans to correct violations cited during inspections.</div> <div><input checked="" type="checkbox"/></div> <div>Licensing staff approve the plans of correction submitted by providers.</div> <div><input checked="" type="checkbox"/></div> <div>Licensing staff verify correction of violation.</div> <div><input checked="" type="checkbox"/></div> <div>Licensing staff provide technical assistance regarding how to comply with a regulation.</div> <div><input type="checkbox"/></div> <div>No procedures in place.</div> <div><input type="checkbox"/></div> <div>Other.</div> <div>Describe:</div>

<p>Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.</p>	<div><input checked="" type="checkbox"/> Provisional or probationary license</div> <div><input checked="" type="checkbox"/> License revocation or non-renewal</div> <div><input type="checkbox"/> Injunctions through court</div> <div><input checked="" type="checkbox"/> Emergency or immediate closure not through court action</div> <div><input checked="" type="checkbox"/> Fines for regulatory violations</div> <div><input type="checkbox"/> No procedures in place.</div> <div><input type="checkbox"/> Other.</div> <div>Describe:</div>
<p>The State/Territory has procedures in place to respond to illegally operating child care facilities.</p>	<div><input type="checkbox"/> Cease and desist action</div> <div><input checked="" type="checkbox"/> Injunction</div> <div><input type="checkbox"/> Emergency or immediate closure not through court action</div> <div><input type="checkbox"/> Fines</div> <div><input type="checkbox"/> No procedures in place.</div> <div><input type="checkbox"/> Other.</div> <div>Describe:</div>



The State/Territory has procedures in place for providers to appeal licensing enforcement actions.	<input checked="" type="checkbox"/>	Yes.
	Describe: <a href="#">Licensees of child care programs may appeal any disciplinary action as set forth in 184 Nebraska Administrative Code.</a>	
	<input type="checkbox"/>	No.
	<input type="checkbox"/>	Other.
	Describe:	

c) Describe what types of licensing violations, if any, would make a provider ineligible to participate in CCDF:

- [Entry of name of provider on Child or Adult Abuse/Neglect Central Registry;](#)
- [Criminal history of provider;](#)
- [Suspension of license;](#)
- [Revocation of license.](#)

d) Does your State/Territory use **background checks** as a way to effectively enforce the licensing requirements?

☒ Yes.

If "Yes" please use refer to the chart below to identify who is required to have background checks, what types of checks, and with what frequency. Please **also provide a brief overview** of the State/Territory's process for conducting background checks for child care. For example, describe what types of violations would make providers ineligible for CCDF, funding for background checks, and the process for providers to appeal background check findings.

**Process for Conducting Background Checks:**

Part of the application process for a Family Child Care Home I, Family Child Care Home II, Child Care Center and Preschool license includes the Child Care Licensing Program conducting Central Registry checks on all applicants, staff, volunteers, and household members when the child care program will be located in a residence. Child Abuse/Neglect Central Registry checks are conducted on persons age 13 or older and Adult Protective Service Central Registry checks are conducted on persons age 18 or older.

Once licensed, Child Care Centers and Preschools are required to submit the names and identifying information on their candidates for employment to the Child Care Licensing Program prior to allowing new employees or volunteers to work directly with children. The Child Care Licensing Program conducts a check of the Child Abuse/Neglect Central Registry on these individuals age 13 and older and conducts a check of the Adult Protective Services Central Registry on these individuals age 18 and older.

Once licensed, Family Child Care Home I and Family Child Care Home II licensees are required to submit an amended application whenever they have a new household member, new employee, or volunteer so the Central Registry Checks can be completed on these individuals as described above.

**Funding for Central Registry Checks:**

The Child Care Licensing Program does not charge applicants or licensees to conduct Central Registry checks. The costs for conducting these checks are absorbed by the Child Care Licensing Program and amount to the equivalent of three or more full time employees.

**Appeal Process for Individuals Whose Names Appear on the Central Registry as a “Perpetrator”:**

The two Central Registries previously referenced are maintained by the Division of Children and Family Services. Whenever the Child Care Licensing Program conducts a check of either Registry and an individual’s name is listed as a “perpetrator”, the Child Care Licensing Program provides written information to that individual as to the expungement contact and process. It is up to the individual to submit a written request for an expungement which, if not granted through an administrative review of the investigation, can be appealed for an administrative hearing. All decisions resulting from an administrative hearing are made by the Director of the Division of Children and Family Services.

**Violations Which Make Individuals Ineligible for CCDF:**

Examples include but are not limited to conviction for:

- Child pornography
- Child or adult abuse;
- Driving under the influence
- Domestic assault
- Felony or misdemeanor fraud
- Possession of a controlled substance
- Felony or misdemeanor assault
- Rape or sexual assault

For some offenses, the individual may be eligible to participate as a provider if a specified amount of time has elapsed since the conviction.

☐ No.

CCDF Categories of Care	Types of Background Check	Frequency
-------------------------	---------------------------	-----------

<input checked="" type="checkbox"/> <p><b>Center-Based Child Care</b></p> <p>Who is subject to background checks for center-based care? For example, director, teaching staff, non-teaching staff, volunteers:</p> <p>Licensee and all employees and volunteers who have contact with children and household members age 13 and older when the Child Care Center is located in a residence.</p>	<input checked="" type="checkbox"/> <p>Child Abuse Registry</p>	<input checked="" type="checkbox"/> <p>Initial Entrance into the System</p> <input type="checkbox"/> <p>Checks Conducted Annually</p> <input checked="" type="checkbox"/> <p>Other.</p>
	<input type="checkbox"/> <p>State/Territory Criminal Background</p>	<p>Describe:</p> <p><a href="#">Prior to the hire of any new employee and new household member age 13 or older</a></p>
	<input type="checkbox"/> <p>FBI Criminal Background (e.g., fingerprint)</p>	<input type="checkbox"/> <p>Initial Entrance into the System</p> <input type="checkbox"/> <p>Checks Conducted Annually</p> <input type="checkbox"/> <p>Other.</p> <p>Describe:</p>
	<input type="checkbox"/> <p>Sex Offender Registry</p>	<input type="checkbox"/> <p>Initial Entrance into the System</p> <input type="checkbox"/> <p>Checks Conducted Annually</p> <input type="checkbox"/> <p>Other.</p> <p>Describe:</p>
		<input type="checkbox"/> <p>Initial Entrance into the System</p> <input type="checkbox"/> <p>Checks Conducted Annually</p> <input type="checkbox"/> <p>Other.</p> <p>Describe:</p>

<input checked="" type="checkbox"/> <p><b>Group Child Care Homes</b></p> <p>Who is subject to background checks for group homes? For example, provider, non-provider residents of the home:</p> <p>Licensee and all employees and volunteers who have contact with children and household members age 13 and older when the Child Care is located in a residence.</p>	<input checked="" type="checkbox"/> <p>Child Abuse Registry</p>	<input checked="" type="checkbox"/> <p>Initial Entrance into the System</p>
	<input type="checkbox"/>	<input type="checkbox"/> <p>Checks Conducted Annually</p>
	<input checked="" type="checkbox"/> <p>State/Territory Criminal Background</p>	<input type="checkbox"/> <p>Initial Entrance into the System</p>
	<input type="checkbox"/> <p>FBI Criminal Background (e.g., fingerprint)</p>	<input type="checkbox"/> <p>Checks Conducted Annually</p>
	<input type="checkbox"/> <p>Other.</p>	<input checked="" type="checkbox"/> <p>Other.</p>
	<p>Describe:</p>	<p>Describe:</p> <p><a href="#">Prior to the hire of any new employee and new household member age 13 or older</a></p>
	<input type="checkbox"/> <p>Sex Offender Registry</p>	<input type="checkbox"/> <p>Initial Entrance into the System</p>
		<input type="checkbox"/> <p>Checks Conducted Annually</p>
		<input type="checkbox"/> <p>Other.</p>
		<p>Describe:</p>

<div><input checked="" type="checkbox"/></div> <div><b>Family Child Care Homes</b></div> <div>Who is subject to background checks for family child care homes? For example, provider, non-provider residents of the home: Licensee, staff, substitutes, volunteers, and household members</div>	<div><input checked="" type="checkbox"/></div> <div>Child Abuse Registry</div> <div></div> <div><input type="checkbox"/></div> <div>State/Territory Criminal Background</div> <div></div> <div><input type="checkbox"/></div> <div>FBI Criminal Background (e.g., fingerprint)</div> <div></div> <div><input type="checkbox"/></div> <div>Sex Offender Registry</div> <div></div>	<div><input checked="" type="checkbox"/></div> <div>Initial Entrance into the System</div> <div><input type="checkbox"/></div> <div>Checks Conducted Annually</div> <div><input checked="" type="checkbox"/></div> <div>Other.</div> <div>Describe: <a href="#">Prior to hire of any new employee, volunteer, or new household member</a></div> <div><input type="checkbox"/></div> <div>Initial Entrance into the System</div> <div><input type="checkbox"/></div> <div>Checks Conducted Annually</div> <div><input type="checkbox"/></div> <div>Other.</div> <div>Describe:</div> <div><input type="checkbox"/></div> <div>Initial Entrance into the System</div> <div><input type="checkbox"/></div> <div>Checks Conducted Annually</div> <div><input type="checkbox"/></div> <div>Other.</div> <div>Describe:</div> <div><input type="checkbox"/></div> <div>Initial Entrance into the System</div> <div><input type="checkbox"/></div> <div>Checks Conducted Annually</div> <div><input type="checkbox"/></div> <div>Other.</div> <div>Describe:</div>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<input checked="" type="checkbox"/> <p><b>In-Home Child Care Providers</b></p> <p>Who is subject to background checks for in-home child care? For example, provider, non-provider residents of the home:</p> <p>Not subject to licensing reg and not checked.</p>	<input type="checkbox"/> <p>Child Abuse Registry</p>	<input type="checkbox"/> <p>Initial Entrance into the System</p>
	<input type="checkbox"/> <p>State/Territory Criminal Background</p>	<input type="checkbox"/> <p>Initial Entrance into the System</p>
	<input type="checkbox"/> <p>FBI Criminal Background (e.g., fingerprint)</p>	<input type="checkbox"/> <p>Initial Entrance into the System</p>
	<input type="checkbox"/> <p>Sex Offender Registry</p>	<input type="checkbox"/> <p>Initial Entrance into the System</p>
		<input type="checkbox"/> <p>Checks Conducted Annually</p>
		<input type="checkbox"/> <p>Other.</p>
		<p>Describe:</p>
		<input type="checkbox"/> <p>Checks Conducted Annually</p>
	<input type="checkbox"/> <p>Other.</p>	
	<p>Describe:</p>	
	<input type="checkbox"/> <p>Initial Entrance into the System</p>	
	<input type="checkbox"/> <p>Checks Conducted Annually</p>	
	<input type="checkbox"/> <p>Other.</p>	
	<p>Describe:</p>	

e) If not performing visits (announced or unannounced) or background checks, describe how the State/Territory will ensure that its licensing requirements are effectively enforced per the CCDF regulations? (658E(c)(2)(E), §98.40(a)(2)):

f) Does the State/Territory disseminate information to parents and the public, including the use of on-line tools or other "search tools," about child care program licensing status and compliance records?

☒ Yes.

Describe:

Information on all licensed child care programs is available on-line at:

<http://www.nebraska.gov/LISSearch/search.cgi> which includes licensing status and any history of negative or disciplinary actions, including copies of such actions.

☐ No.

**3.1.4 Describe the State/Territory's policies for effective enforcement of the CCDF health and safety requirements.** For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described above for licensed providers, please describe the health and safety enforcement measures in place. Include in this description whether and how the State/Territory uses on-site visits (announced and unannounced) and background checks and any other enforcement policies and practices for the health and safety requirements.

Annual background checks, including Child and Adult Abuse Registries, State Criminal Background, and Sex Offender Registry are conducted for license-exempt providers (and household members age 19 or older if care is provided in the provider's home). The Resource Development worker makes a home visit every 36 months unless there have been negative reports, billing problems, or the supervisor feels it is necessary; then the worker must make an annual home visit. When care is provided in the child's home, the provider completes a self-certification checklist which includes items intended to address health and safety standards, and the worker will investigate if there is a complaint.

**3.1.5 Does the State/Territory encourage or require child care programs to conduct developmental screening and referral for children participating in child care programs?** Lead Agencies are not required to conduct developmental screenings of children, but are encouraged to work with child care providers to promote screening in the areas of physical health (including vision and hearing), mental health, oral health, and developmental disabilities..

☐ Yes.

Describe

a) If yes, are training, resources and supports offered to programs to assist them in ensuring that children receive appropriate developmental screenings?

☐ Yes.

Describe

☐ No

☐ Other.

Describe

b) If yes, are resources and supports provided to programs to help them understand how families are referred to indicated services and how to work with the health, mental health, and developmental disabilities agencies to support children when follow-up to screening is needed?

☐ Yes.

Describe

☐ No

☐ Other.

Describe

☒ No

☐ Other.

Describe

### 3.1.6 Data & Performance Measures on Licensing and Health and Safety

**Compliance** - What data elements, if any, does the State/Territory currently have access to related to licensing compliance? What, if any, performance measures does the Lead Agency use for ensuring health and safety? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only



programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

a) **Data on licensing and health and safety.** Indicate if the Lead Agency or another agency has access to data on:

☒ Number of licensed programs.

Describe (optional):

Information is updated weekly and available at: <http://www.dhhs.ne.gov/crl/childcare/map.htm>

☐ Numbers of programs operating that are legally exempt from licensing.

Describe (optional):

☒ Number of programs whose licenses were suspended or revoked due to non-compliance.

Describe (optional):

Information is updated monthly and available at: <http://www.dhhs.ne.gov/crl/ccnegactions.htm>

☐ Number of injuries and fatalities in child care as defined by the State/Territory.

Describe (optional):

☒ Number of monitoring visits received by programs.

Describe (optional):

License Information System has tracked all inspections and complaint investigations on licensed child care and preschool programs since 2005.

☒ Caseload of licensing staff.

Describe (optional):

This information is available at: <http://www.dhhs.ne.gov/crl/childcare/caseload.htm> and is updated whenever caseload distribution changes.

☐ Number of programs revoked from CCDF due to non-compliance with health and safety requirements.

Describe (optional):

☐ Other.

Describe:

☐ None.

b) **Performance measurement.** What, if any, performance measures does the State/Territory use in its licensing system to monitor compliance with CCDF health and safety requirements?

[The Child Care Licensing Program submits quarterly reports to the Child Care Administrator which contain detailed information on expenditures, number of licenses issued,](#)

c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to licensing and health and safety? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

[None at this time](#)

**3.1.7 Goals for the next Biennium** - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section of 3.1. What are the Lead Agency's goals for the licensing and health and safety system in the coming biennium? What progress does the State/Territory expect to make on core areas (e.g. licensing standards, monitoring visits or other effective enforcement, improved technical assistance, or fewer serious non-compliances?)

[Two goals have been identified:](#)

[1.Promulgate and implement new regulations for all licensed child care programs setting higher standards for health and safety, including Safe Sleep/SIDS concerns, create a new license type for "School Age Only Centers, and require specific training on Safe Sleep/SIDS, Shaken Baby, and Child Abuse, Neglect, and Reporting.](#)

[2.Complete implementation of "remote access" to enable Child Care Inspection Specialists to record findings of inspections in computer tablets which electronically sync with the License Information System.](#)

### **3.2 Establishing Voluntary Early Learning Guidelines (Component #2)**

For purposes of this section, voluntary early learning guidelines include the expectations for what children should know (content) and be able to do (skills). The term *early learning*

*guidelines* (ELGs) refers to age-appropriate developmental learning guidelines for infants and toddlers and school-age children. These guidelines are voluntary in that States/Territory are not mandated to develop such guidelines or implement them in a specified manner.

**3.2.1 Has the State/Territory developed voluntary early learning guidelines for children? Check any early learning guidelines the State/Territory has developed.**

- ☒ Birth-to-three
- ☒ Three-to-five
- ☒ Five years and older
- ☐ None. **Skip to 3.2.6.**

If yes, insert web addresses, where possible:

Birth to 3: [http://www.education.ne.gov/oec/pubs/ELG/B\\_3\\_English.pdf](http://www.education.ne.gov/oec/pubs/ELG/B_3_English.pdf) 3 to  
5:[http://www.education.ne.gov/oec/pubs/ELG/3\\_5\\_English.pdf](http://www.education.ne.gov/oec/pubs/ELG/3_5_English.pdf)  
Kindergarten:[http://www.education.ne.gov/oec/pubs/ELG/Kindergarten\\_ELG.pdf](http://www.education.ne.gov/oec/pubs/ELG/Kindergarten_ELG.pdf)

Which State/Territory agency is the lead for the early learning guidelines?  
Nebraska Department of Education

**3.2.2 Do the early learning guidelines cover a range of domains across physical, cognitive, and social and emotional development? Check all that apply for each age group as applicable in the chart below. Because States vary in their domain names and which domains to include, we have used the domains identified in the Head Start Child Development and Early Learning Framework for reference purposes.**

Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
Physical development and health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social and emotional development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Approaches to learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Logic and reasoning (e.g., problem-solving)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Science knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creative arts expression (e.g., music, art, drama)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social studies knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language development (for dual language learners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List any domains not covered in the above:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3.2.3 To whom are the early learning guidelines disseminated and in what manner?**  
Check all audiences and methods that your State/Territory has chosen to use in the chart below.

	Information Dissemination	Voluntary Training	Mandatory Training
Parents in the child care subsidy system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parents using child care more broadly	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in child care centers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Providers in family child care homes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Early Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in public Pre-K program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in elementary schools	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other. List: <a href="#">Trainers and Faculty</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3.2.4 Are voluntary early learning guidelines incorporated into other parts of the child care system?** Check which ways, if any, the State/Territory incorporates its early

learning guidelines into other parts of the child care system.

- ☐ To define the content of training required to meet licensing requirements
  - ☒ To define the content of training required for program quality improvement standards (e.g., QRIS standards)
  - ☐ To define the content of training required for the career lattice or professional credential
  - ☐ To require programs in licensing standards to develop curriculum/learning activities based on the voluntary ELGs
  - ☐ To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs
  - ☐ To develop State-/Territory -approved curricula
  - ☒ Other.
- List:

Core knowledge & competencies for child care professionals; Applicants for a state-funded early learning education program grant for preschool (NDE) are required to describe the way the Nebraska ELGs for ages 3-5 will be used to support the program's chosen curriculum.

☐ None.

**3.2.5 Are voluntary early learning guidelines aligned with into other parts of the child care system?** Check the standards, if any, with which the State/Territory aligns its early learning guidelines.

- ☒ Cross-walked to align with Head Start Outcomes Framework
  - ☒ Cross-walked to align with K-12 content standards
  - ☐ Cross-walked to align with State/Territory pre-k standards
  - ☐ Cross-walked with accreditation standards
  - ☒ Other.
- List:

Also cross-walked with Rule 11.

☐ None.

**3.2.6 Describe how your State/Territory uses ongoing assessments and measures of school readiness assessment using the following series of questions.** In this section, assessment is framed with two distinct purposes/tools - 1) ongoing assessment of children's progress within the classroom to improve and individualize instruction (this corresponds to 3.2.6a) and 2) assessments conducted at kindergarten entry to inform policymakers about the school readiness of children across the State on a broad range of domains, used to guide program initiatives (this corresponds to 3.2.6b).

In the description for each Yes response, please include a) who administers, and b) how often assessments are conducted, and c) what assessment tools are used.

a) Are programs required to conduct ongoing assessments of children's progress of children using valid, reliable and age-appropriate tools aligned with the early learning guidelines or other child standards?

☒ Yes.

Describe:

School districts and their community partners use ongoing observational assessments of children's progress. School districts can choose one of three assessments that have been selected for use statewide. The assessments were chosen based on a number of criteria, one of which was alignment with the Nebraska Early Learning Guidelines

b-1) If yes, are programs encouraged to use information from ongoing assessments to improve practice and individual children's needs?

☒ Yes.

Describe:

Child data is used to meet individual and group goals for children.

☐ No

☐ Other.

Describe:

b-2) If yes, is information on child's progress reported to parents?

☒ Yes.

Describe:

School districts are required to share information, including child progress, with families.

☐ No

☐ Other.

Describe:

☐ No

☐ Other.

Describe:

b) Does the State/Territory use tools that are valid, reliable and age-appropriate to track the readiness of children as they enter kindergarten?

☐ Yes.

Describe:

c-1) If yes, do the tools cover the developmental domains identified in 3.2.2?

☐ Yes.

Describe:

☐ No

☐ Other.

Describe:

c-2) If yes, are the tools used on all children or samples of children?

☐ All children.

Describe:

☐ Samples of children.

Describe:

☐ Other.

Describe:

c-3) If yes, is the information from the school readiness measures used to target program quality improvement activities?

☐ Yes.

Describe:

☐ No

☐ Other.

Describe:

☒ No

☐ Other.

Describe:

c) Is school readiness information linked to the statewide longitudinal data system (SLDS, program of the Department of Education)?

☐ Yes.

Describe:

☒ No

☐ Not applicable. State does not have an SLDS.

### 3.2.7 Data & Performance Measures on Voluntary Early Learning Guidelines (Click for additional instructions)

a) **Data on voluntary early learning guidelines.** Indicate if the Lead Agency or another agency has access to data on:

☒ Number/percentage of child care providers trained on ELG's for preschool aged children.

Describe (optional):

☒ Number/percentage of child care providers trained on ELG's for infants and toddlers.

Describe (optional):

☐ Number of programs using ELG's in planning for their work.

Describe (optional):

☐ Number of parents trained on or served in family support programs that use ELG's.

Describe (optional):

☐ Other.

Describe:



☐ None.

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures related to dissemination and implementation of the early learning guidelines?

None

c) **Evaluation.** What are the State/Territory's plans, if any, for evaluation related to early learning guidelines? Evaluation can include efforts related to monitoring implementation of an initiative validation of standards or program assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

[No evaluation has been planned for the implementation of the voluntary Early Learning Guidelines in Nebraska](#)

### 3.2.8 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agency's goals for using voluntary early learning guidelines in the coming biennium? What progress does the Lead Agency expect to make related to early learning guidelines?

[Revisions will be completed to ensure alignment with the new Head Start Outcomes Framework and Nebraska's revised K-12 standards.](#)

## **3.3 Creating Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)** (Click for additional instructions)

a) Describe which entities are involved in planning and administering the program quality improvement activities in 3.3, including State/Territory entities and local or community level entities.

[Nebr. Dept. of Health & Human Services, Nebr. Dept. of Education, Head Start/Early Head Starts, Nebraska AEYC, Community Action Agencies, Higher Education, local community service entities, and locally-based quality initiatives \(e.g. "Building Bright Futures"\).](#)

### 3.3.1 Element 1 - Program Standards

**Definition** - For purposes of this section, program standards refers to the expectations for quality, or quality indicators, which identify different levels of and pathways to improved quality. Minimum licensing standards and health and safety requirements provided in section 3.1 are also program standards but in this section, we focus on those

standards that build upon and go beyond those minimum requirements.

a) Does your State/Territory's have quality improvement standards that include indicators covering the following areas beyond what is required for licensing? Check any indicators, if any, that your State/Territory has chosen to establish.

- ☐ Ratios and group size
- ☐ Health, nutrition and safety
- ☒ Learning environment and curriculum
- ☒ Staff/Provider qualifications and professional development
- ☐ Teacher/providers-child relationships
- ☐ Teacher/provider instructional practices
- ☐ Family partnerships and family strengthening
- ☐ Community relationships
- ☒ Administration and management
- ☐ Developmental screenings
- ☐ Child assessment for the purposes of individualizing instruction and/or targeting program improvement
- ☐ Cultural competence
- ☒ Other.

Describe:

[NAEYC accreditation standards](#)

NOTE: Learning Environment and Curriculum - (Results Matter Active Learning Training (in development); Environment Rating Scales use).

☐ None. If checked, **skip to 3.3.2.**

b) Does your State/Territory have quality improvement standards with provisions about the care of any of these groups of children? Check any provisions your State/Territory has chosen to establish.

- ☒ Children with special needs as defined by your State/Territory
- ☐ Infants and toddlers
- ☐ School-age children
- ☐ Children who are dual language learners
- ☐ None

c) How do your State/Territory's quality standards link to State/Territory licensing requirements? Check any links between your State/Territory's quality standards and licensing requirements.

- ☐ Licensing is a pre-requisite for participation
- ☐ Licensing is the first tier of the quality levels

☐ State/Territory license is a "rated" license.

☐ Other.

Describe:

☒ Not linked.

d) Do your State/Territory's quality improvement standards align with or have reciprocity with any of the following standards? Check any alignment, if any, between your State/Territory's quality standards and other standards.

☐ Programs that meet State/Territory pre-k standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between pre-k and the quality improvement system)

☐ Programs that meet Federal Head Start Performance Standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between Head Start and the quality improvement system)

☐ Programs that meet national accreditation standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)

☐ Other.

Describe:

☒ None.

### 3.3.2 Element 2 - Supports to Programs to Improve Quality

**Definition** - For purposes of this section, supports to programs to improve quality refers to such activities as technical assistance and consultation services for programs to assist in meeting child care quality improvement standards.

a) Check which types of and for what purposes the State/Territory uses supports to child care programs, if any, in the following chart. If none, **skip to 3.3.3.**

☐ None. **skip to 3.3.3.**

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
-------------------------------	----------------------------------	----------	----------------------

<input checked="" type="checkbox"/> Attaining and maintaining licensing compliance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining quality improvement standards beyond licensing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Attaining and maintaining accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providing targeted technical assistance in specialized content areas:			
Health and safety	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Infant/toddler care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School-age care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Inclusion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching dual language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Business management practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) Methods used to customize quality improvement supports to the needs of individual programs include:

- ☐ Program improvement plans
- ☐ Technical assistance on the use of program assessment tools
- ☒ Other.
- Describe:

Nebraska's quality improvement activities include individualized coaching and assistance; however, resources do not permit the availability of coaching and assistance to every licensed or license-exempt program in the state. The Early Learning Connection for Quality Portfolio process that has been piloted offers follow-up support to professional development workshops and participant's quality improvement portfolio; limited resources will determine how it can continue to be offered. The Child Line is staffed by a

c) Is technical assistance linked to entering the QRIS or targeted to help programs forward on QRIS?

☐ Yes.

Describe:

☒ No

☐ Other.

Describe:

### 3.3.3 Element 3 - Financial Incentives and Supports

**Definition** - For purposes of this section, financial incentives refers to the types of monetary supports offered to programs in meeting and sustaining licensing and QRIS or other child care quality improvement standards for programs.

a) Identify which types of financial incentives are offered and to which providers in the following chart. Check which incentives and supports, if any, the State/Territory chooses to offer. If none, **skip to 3.3.4.**

☐ None. **skip to 3.3.4.**

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
<input checked="" type="checkbox"/> Grants to programs to meet or maintain licensing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Grants to programs to meet QRIS or similar quality level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input checked="" type="checkbox"/> One-time awards or bonuses on completion of quality standard attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Tiered reimbursement tied to quality for children receiving subsidy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> On-going, periodic grants or stipends tied to maintaining quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tax credits tied to meeting program quality standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Other. Describe: <a href="#">Grants to help with the cost of the accreditation process are available. Limited scholarships for selected professional development participation with regional ELCs.</a>  NOTE: Tiered reimbursement tied to quality for children receiving subsidy - Both Child Care Centers and Child Care Homes need to do so for accreditation.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### 3.3.4 - Element 4 - Quality Assurance and Monitoring

**Definition** - For purposes of this section, quality assurance and monitoring refers to the ways that the State/Territory measures program quality for the purposes of its QRIS or other quality improvement system and the methods for measuring that the child care quality improvement standards for programs are met initially and maintained over time.

a) What tools, if any, does the State/Territory use to measure and monitor the quality of programs? Check all that apply and briefly describe using the chart below, including which programs are required to participate and the frequency of assessments. **If none, skip to 3.3.5.**

☐ None. **skip to 3.3.5.**

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
<input checked="" type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. <u>ITERS, FCCERS, &amp; ECERS are conducted with participants in specific quality initiatives, each according to the initiatives' expectations.</u>	<input checked="" type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Preschool <input type="checkbox"/> School-Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Classroom Assessment Scoring System (CLASS)  Describe, including frequency of assessments. <u>Being used in specific local quality initiatives (e.g. "Building Bright Futures")</u>	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
<input checked="" type="checkbox"/> Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes  Describe, including frequency of assessments. <u>Being used in selected ELC region (ECCOA) and also in local quality initiative ("Building Bright Futures"). Also used in workshop series and self-assessment process.</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21st Century Learning Center programs  Describe, including frequency of assessments. <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other.  Describe: <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) What steps, if any, has the State/Territory taken to align quality assurance and monitoring across funding streams and sectors in order to minimize duplication?

- ☐ Have a mechanism to track different quality assessments/monitoring activities to avoid duplication
- ☐ Include QRIS or other quality reviews as part of licensing enforcement
- ☐ Have compliance monitoring in one sector (e.g., Head Start/Early Head Start, State/Territory pre-k) serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- ☐ Have monitoring for meeting accreditation standards serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- ☒ Other.  
Describe:

State-funded/school district/intermediate service agency operated pre-kindergarten programs, privately funded quality enhancement projects, and research projects from Nebraska State Universities work to ensure that administration of program quality assessments are not duplicated for individual programs.

☐ None.

### 3.3.5 - Element 5 - Outreach and Consumer Education

**Definition** - For purposes of this section, outreach and consumer education refers to the strategies used to promote the child care quality improvement standards to parents, programs and the general public.

a) Does the State/Territory use symbols or simple icons to communicate levels of quality for child care programs beyond what may communicated to parents about licensing status and licensing compliance as reported in 3.1.3? (e.g. stars, or gold/silver/bronze levels).

☐ Yes. If yes, how is it used?



Resource and referral/consumer education services use with parents seeking care



Parents enrolling in child care subsidy are educated about the system and the quality level of the provider that they are selecting



Searchable database on the web



Voluntarily, visibly posted in programs



☐

Mandatory to post visibly in programs

☐

Used in marketing and public awareness campaigns

☐

Other.

Describe:

☒

No. If no, **skip to 3.3.6.**

b) Does the State/Territory use any forms of media to reach parents and the public to communicate about levels of quality for child care programs? Check which forms, if any, the State/Territory uses to communicate levels of quality for child care programs.

☐

Print

☐

Radio

☐

Television

☐

Web

☐

Telephone

☐

Social Marketing

☐

Other.

Describe:

☐

None.

c) Describe any targeted outreach for culturally and linguistically diverse families.

### 3.3.6. Quality Rating and Improvement System (QRIS)

a) **Based on the five key elements of a QRIS described above in 3.3.1 through 3.3.5,** does your State/Territory have a quality rating and improvement system (QRIS) or similar quality improvement system in place?

☐ Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating State/Territory-wide.

☐

Participation is voluntary for:

☐

Participation is mandatory for:

☐ Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating as a pilot or in a few localities but not State/Territory-wide.

☐ No, the State/Territory does not have a QRIS or similar quality improvement system that includes linked activities in all five elements.

☐

State/Territory is in the development phase

☐

State/Territory has no plans for development

☒

Other.

Describe:

[A pilot project was previously conducted in a limited geographic area of the state, but funding issues prohibit a state-wide implementation at this time.](#)

b) If yes to 3.3.6a, **CHECK** the types of providers eligible to participate in the QRIS:

☐

Child care centers

☐

Group child care homes

☐

Family child care homes

☐

In-home child care

☐

License exempt providers

☐

Early Head Start programs

☐

Head Start programs

☐

Pre-kindergarten programs

☐

School-age programs

☐

Other.

Describe:

**3.3.7. If the State/Territory has or will have any quality improvement strategies for targeted groups of providers (e.g., relative caregivers or caregivers who are legally exempt from licensing) that are not described in your responses to any question in section 3.3 above,**

**please describe:**

N / A

### 3.3.8 Data & Performance Measures on Program Quality (Click for additional instructions)

a) Data on program quality. Indicate if the Lead Agency or another agency has access to data on:



Data on the quality level for individual programs (e.g. QRIS level) as defined by your State/Territory.

Describe:

[Data on programs which are part of one of the quality initiatives, or that partner with school districts and/or Educational Service Units](#)



Number of programs that move program quality levels annually (up or down).

Describe:



Program scores on program assessment instruments.

List instruments:

[ECERS-R, ITTERS, FCCERS, ELCCO](#)

Describe:

[Data on programs which are part of one of the quality initiatives, or that partner with school districts and/or Education Service Units.](#)



Classroom scores on program assessment instruments.

List instruments:

Describe:

☐

Qualifications for teachers or caregivers within each program.

Describe:

☒

Number/Percentage of children receiving CCDF assistance in licensed care.

Describe:

[Information can be retrieved via the DHHS Nebraska Family On-line Clinet User System \(N-Focus\)](#)

☐

Number/percentage of children receiving CCDF assistance who attend care at each of the tiers of the quality as defined by the State/Territory

☐

Number/Percentage of programs receiving financial assistance to meet higher program standards.

Describe:

☐

Other.

Describe:

☐

None.

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures on program quality?

[None](#)

c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to program quality? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

Nebraska monitors the implementation of quality enhancement programs and school district-operated early childhood programs which may partner with licensed child care and/or Head Start

### **3.3.9 Goals for the next Biennium -**

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section in 3.3. What are the State/Territory's goals for the program quality improvement system in the coming biennium? What progress does the State/Territory expect to make across the five key elements for quality improvement systems?

Nebraska will continue to explore how the building blocks and infrastructure can be implemented with limited resources; will explore how the ELC for Quality Portfolio process as piloted with the CCDF ARRA funds has provided some of the processes needed for quality improvement activities, and how motivated child care staff are to voluntarily pursue quality improvements based on their experience with the ELC for Quality Portfolio process; will continue to build the Early Childhood Registry, an information management system for tracking the data about practitioners, their professional development activities, and quality initiatives in which they participate.

### **3.4 Pathways to Excellence for the Workforce - Professional Development Systems and Workforce Initiatives (Component #4)**

Pathways to excellence for the workforce builds on the significant investments States and Territories have made in the area of professional development systems to ensure a well-qualified workforce with opportunities for growth from entry level through master teacher, with an increasing emphasis on the many additional roles in the child care system (e.g. adult educators such as consultants, technical assistance providers, trainers, and higher education faculty). In this section, States and Territories provide a self-assessment on current professional development and workforce activities and describe their goals for the upcoming Biennium.

For purposes of this section, States and Territories will respond according to five key elements for workforce systems:

- 1) Core Knowledge and Competencies
- 2) Career Pathways (or Career Lattice)
- 3) Professional Development Capacity
- 4) Access to Professional Development
- 5) Compensation, Benefits and Workforce Conditions

a) Describe which entities are involved in planning and administering the activities in Section 3.4, including State/Territory entities and local or community level entities.

[Nebraska Department of Health & Human Services, Nebraska Department of Education, representatives of higher education, and additionally for school-age care/out-of-school time, Nebraska Children and Families Foundation.](#)

### 3.4.1 Workforce Element 1 - Core Knowledge and Competencies

**Definition** - For purposes of this section, core knowledge and competencies (CKCs) refers to the expectations for what the workforce should know (content) and be able to do (skills) in their role working with and/or on behalf of children and their families. These CKCs provide a foundation for professional development design (including instructional practices) and other quality improvement efforts.

a) Has the State/Territory developed core knowledge and competencies (CKCs) for practitioners working with and/or on behalf of children?

☒ Yes

☐ No, the State/Territory has not developed core knowledge and competencies. **Skip to question 3.4.2.**

☐ Other.

Describe:

[Early Childhood \(Birth to age 5\) Core Competencies:](#)

[http://www.education.ne.gov/oec/pubs/core\\_comp\\_0510.pdf](http://www.education.ne.gov/oec/pubs/core_comp_0510.pdf) Core Competencies for programs that serve School-Age children: [http://www.education.ne.gov/oec/pubs/school\\_age\\_core\\_comp\\_2010.pdf](http://www.education.ne.gov/oec/pubs/school_age_core_comp_2010.pdf)

b) Check which of the following teaching and learning topics, if any, are covered in the CKCs.

☒ Child growth, development and learning

☒ Health, nutrition, and safety

☒ Learning environment and curriculum

☒ Interactions with children

☒ Family and community relationships

☒ Professionalism and leadership

☒ Observation and assessment

☒ Program planning and management

☐ Diversity

☐ Other.

Describe:

☐ None.

c) Are the CKCs incorporated into other parts of the child care system? Check which ways, if any, the State/Territory incorporates its CKCs into other parts of the child care system.

☒ To define the content of training required to meet licensing requirements

☒ To define the content of training required for program quality improvement standards (as reported in section 3.3)

☐ To define the content of training required for the career lattice or credential

☐ To correspond to the early learning guidelines

☐ To define curriculum and degree requirements at institutions of higher education

☒ Other.

Describe:

2 and 4 yr. colleges are beginning to incorporate them into their early childhood education program curricula; all professional development offered through the Early Learning Connection, including the Early Childhood Training Center are keyed to the Core Competencies.

☐ None.

d) Are the CKCs aligned with other State/Territory or national standards? Check which ways, if any, the State/Territory aligns its CKCs with other standards.

☐ Cross-walked with the Child Development Associate (CDA) competencies

☐ Cross-walked with national teacher preparation standards (e.g., NAEYC standards for early childhood professional preparation, National Board of Professional Teaching Standards, Head Start SOLAR staff skills indicators)

☐ Cross-walked with apprenticeship competencies

☒ Other.

Describe:

Nebraska CKCs are aligned with the Nebraska 0 – 3 and 3 – 5 ELGs as well as Nebraska Core Competencies for out of school time

☐ None.



e) Check for which roles, if any, the State/Territory developed supplemental or specialized competencies.

☒ Staff working directly with children in centers, including aides, assistants, teachers, master teachers.

Describe:

**Early Childhood (Birth to age 5) Core Competencies:**

[http://www.education.ne.gov/oec/pubs/core\\_comp\\_0510.pdf](http://www.education.ne.gov/oec/pubs/core_comp_0510.pdf)

**Core Competencies for programs that serve School-Age children:**

[http://www.education.ne.gov/oec/pubs/school\\_age\\_core\\_comp\\_2010.pdf](http://www.education.ne.gov/oec/pubs/school_age_core_comp_2010.pdf)

☒ Providers working directly with children in family child care homes, including aides and assistants.

Describe:

**Early Childhood (Birth to age 5) Core Competencies:**

[http://www.education.ne.gov/oec/pubs/core\\_comp\\_0510.pdf](http://www.education.ne.gov/oec/pubs/core_comp_0510.pdf)

**Core Competencies for programs that serve School-Age children:**

[http://www.education.ne.gov/oec/pubs/school\\_age\\_core\\_comp\\_2010.pdf](http://www.education.ne.gov/oec/pubs/school_age_core_comp_2010.pdf)

☒ Administrators in centers (including educational coordinators, directors).

Describe:

[Some \*initial\* work has been done relative to competencies related to a potential director's credential.](#)

☒ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).

Describe:

[Competencies for early childhood coaches are under development; trainer competencies are also in draft status in readiness for the early childhood registry of trainers,](#)

☐ Education and training staff (such as trainers, CCR&R staff, faculty).

Describe:

☒ Other.

Describe:

There is currently work being done on competencies related to early childhood mental health consultants and other mental health specialties; there are also some efforts to more descriptively identify those competencies unique to infant/toddler professionals.

☐ None.

f) Check if the State/Territory has developed any supplemental or specialized competencies for practitioners/providers working with the following ages.

- ☒ Birth-to-three  
☐ Three-to-five  
☐ Five and older  
☐ Other.

Describe:

**Early Childhood (Birth to age 5) Core Competencies:**

[http://www.education.ne.gov/oec/pubs/core\\_comp\\_0510.pdf](http://www.education.ne.gov/oec/pubs/core_comp_0510.pdf)

☐ None.

### 3.4.2 Workforce Element 2 - Career Pathways

**Definition** - For purposes of this section, career pathways (or career lattice) defines the options and sequence of qualifications and ongoing professional development to work with children. Career pathways assist professionals in understanding their career options and identify steps for advancement for the workforce recognizing and rewarding higher levels of preparation and mastery of practice to promote higher quality services for children.

a) Does the State/Territory have a career pathway which defines the sequence of qualifications related to professional development (education, training and technical assistance) and experience required to work with children?

☐ Yes.

Describe:

☒ No, the State/Territory has not developed a career pathway. **Skip to question 3.4.3.**

b) Check for which roles, if any, the career pathway (or lattice) include qualifications, specializations or credentials.

☐ Staff working directly with children in centers, including aides, assistants, teachers, master teachers.

Describe:

☐ Providers working directly with children in family child care homes, including aides and assistants.

Describe:

☐ Administrators in centers (including educational coordinators, directors).

Describe:

☐ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).

Describe:

☐ Education and training staff (such as trainers, CCR&R staff, faculty).

Describe:

☐ Other.

Describe:

☐ None.

c) Does the career pathway (or lattice) include specializations or credentials, if any, for working with any of the following children?

☐ Infants and toddlers

☐ Preschoolers

☐ School-age children

☐ Dual language learners

☐ Children with disabilities, children with developmental delays, and children with other special needs

☐ Other.

Describe:

☐ None.

d) In what ways, if any, is the career pathway (or lattice) used?

☐ Voluntary guide and planning resource

☐ Required placement for all practitioners and providers working in programs that are licensed or regulated in the State/Territory to serve children birth to 13

☐ Required placement for all practitioners working in programs that receive public funds to serve children birth to 13

☐ Required placement for adult educators (i.e., those that provide training, education and/or technical assistance)

☐ Required placement for participation in scholarship and/or other incentive and support programs

☐ Required placement for participation in the QRIS or other quality improvement system

☐ Other.

Describe:

☐ None.

e) Are individuals' qualifications, professional development, and work experience verified prior to placement on the career pathway (or lattice)?

☐ Yes.

If yes, describe:

☐ No.

### 3.4.3 Workforce Element 3 - Professional Development Capacity

**Definition** - For purposes of this section, professional development incorporates higher education, training and technical assistance. Higher education capacity refers to capability of the higher education system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children. Training and technical assistance capacity refers to capability of the training and technical assistance system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children.

a) Has the State/Territory assessed the availability of degree programs in early-childhood education, school-age care or youth development, and related fields in the State/Territory (e.g., both physical location and distance-based, accessibility to practitioners, etc.)?

☒ Yes.

If yes, describe:

Nebraska Department of Education, Office of Teacher Certification has compiled information about the various early childhood endorsements and the institutions that offer those endorsements:

<http://www.education.ne.gov/TCERT/>

☐ No.

b) Has the State/Territory assessed the availability of early-childhood and school-age and related training and technical assistance programs in the State/Territory (e.g., both physical location and distance-based, degree level, etc.)?

☒ Yes.

If yes, describe:

The ELC coordinators have local and regional partners; and the coordinators well-versed on resources, including in-service and pre-service in their professional development region:

[http://www.education.ne.gov/oec/elc/elc\\_list.html](http://www.education.ne.gov/oec/elc/elc_list.html)

☐ No.

c) What quality assurance mechanisms, if any, are in place for the degree programs and courses offered by the State/Territory institutions?

☒ Standards set by the institution

☒ Standards set by the State/Territory higher education board

☒ Standards set by program accreditors

☒ Other.

Describe:

Colleges and universities that offer early childhood education programs are required to meet the NAEYC professional preparation standards.

☐ None.

d) What quality assurance mechanisms, if any, are in place for the training and technical assistance programs offered by the State/Territory?

☐ Training approval process.

Describe:

☐ Trainer approval process.

Describe:

☒ Training and/or technical assistance evaluations.

Describe:

All training offered with early childhood CEUs must have workshop participant evaluations (applicable to training offered through the Early Learning Connection, the state's early childhood professional development system)

☒ Other.

Describe:

All training offered with early childhood CEUs has a Master's level trainer with applicable content expertise

☐ None.

e) Does the State/Territory have articulation agreements in place across and within institutions of higher education?

☒ Yes.

If yes, describe:

The Early Learning Connection early childhood career development coordinator at NDE regularly reviews all articulation agreements and works with the T.E.A.C.H. Early Childhood ® Nebraska staff to monitor changes

☐ No.

f) Does the State/Territory have articulation agreements that translate training and/or technical assistance into higher education credit?

☒ Yes.

If yes, describe:

There are specific professional development series offered through the Early Learning Connection that have both in-service and college credit options; care is taken that the course to which the in-service articulates is an integrated part of an early childhood program. One option for the Child Development

☐ No.

### 3.4.4 Workforce Element 4 - Access to Professional Development

**Definition** - For purposes of this section, access to professional development (training, education and technical assistance) refers to the degree to which practitioners are made aware of, and receive supports and assistance to utilize, professional development opportunities.

a) Does the State/Territory have professional development opportunities accessible for professionals in various or all sectors of the early childhood and school-age field?

☒ Yes. If yes, for which sectors?

☒ Child care

☒ Head Start/Early Head Start

☒ Pre-Kindergarten

☒ Public schools

☒ Early intervention/special education

☒ Other.

Describe:

The Early Childhood Training Center (the statewide service of the Nebraska Dept. of Education's Office of Early Childhood) teams with the Office of Special Education to provide support and training to all staff working with young children and their families, through statewide training events and through the creation and ongoing support of the Early Learning Connection (Regional Training Coalitions/Early Childhood Professional Development Partnerships). The ECTC also provides the state level facilitation of the ELC. Whenever possible, the training is designed as an interdisciplinary or cross-sector opportunity.

☐ No.

b) Does the State/Territory have a State/Territory-wide, coordinated and easily accessible clearinghouse of information about professional development opportunities available to all members of the early childhood and school-age workforce? Lead Agencies are not required to have a professional development system, but States/Territories may develop such clearinghouses to promote access to professional development opportunities.

☒ Yes.

If yes, describe:

The Early Childhood Training Center maintains a training calendar and a resource library of print and media materials available to all providers in the state. The ECTC provides the leadership for the Early Learning Connection which is designed as the professional development system as well as being the central “resource” component of the resource and referral system.

☐ No.

c) What supports, if any, does the State/Territory provide to promote access to training and education activities?

☒ Scholarships.

Describe:

via T.E.A.C.H. Early Childhood ® Nebraska; the ELCs also provide scholarships for workshop attendance when possible

☒ Free training and education.

Describe:

Some workshops are offered through the ELC’s for no or minimal fees

☒ Reimbursement for training and education expenses.

Describe:

Reimbursement for Early Childhood Management Training

☒ Grants.

Describe:

Child Care Grants which assist in funding training costs, available to qualified applicants

☐ Loans.

Describe:

☐ Loan forgiveness programs.



Describe:

☐ Substitute pools.

Describe:

☐ Release time.

Describe:

☐ Other.

Describe:

☐ None.

d) Does the State/Territory have career advisors for early childhood and school-age practitioners?

☒ Yes.

If yes, describe:

The ECTC staff does offer occasional telephone consultation with child care providers and basic early childhood career advising, as does staff of TEACH, and community college faculty often have occasional career advice communications to students.

☐ No.

e) Does the State/Territory have mentors, coaches, consultants, and/or other specialists available to provide technical assistance to the workforce?

☒ Yes.

If yes, describe:

Mentoring & coaching is available to specific participants of various quality initiatives funded with CCDF funds, other federal funds, private organizations ("Building Bright Futures") and also for purchase. The Early Learning Connection coordinators can offer or arrange on a limited basis. The Early Childhood Coach training (a three-day workshop on focused/reflective coaching and an ongoing support network) has now trained nearly 135 individuals with some essential expertise. It is the intention to develop this as a demonstrated competency based initiative.

☐ No.

### 3.4.5 Workforce Element 5 - Compensation, Benefits and Workforce

**Conditions Definition** - For purposes of this section, rewards for education and training refers to any financial supports provided to practitioners for participating in and completing education or training or for increasing compensation.

a) Does the State/Territory have a salary or wage scale for various professional roles?

☐ Yes.

If yes, describe:

☒ No.

b) Does the State/Territory provide financial rewards for participation in professional development, such as one-time salary bonuses for completing a training or education program?

☒ Yes.

If yes, describe:

**Quality Enhancement Payments to License Exempt providers** who complete one or more of the required activities (current certification in CPR and First Aid, completed a workshop within the last 12 months, attended a regional, state or national conference within the last 12 months, or a summary of a book or video checked out from the Early Childhood Training Center within the last 12 months). Each activity is worth a specific payment (eligible for a maximum of \$275; license-exempt providers who provide care in the child's home (in-home providers) are eligible for a maximum of \$175); and **T.E.A.C.H. Early Childhood® Nebraska** (upon completion of required credit hours, participants are awarded a 2% pay raise in addition to any regularly scheduled raise, or may receive a \$350 bonus)

☐ No.

c) Does the State/Territory provide sustained financial support on a periodic, predictable basis, such as annual wage supplements, based on the highest level of training and education achieved?

☐ Yes.

If yes, describe:

☒ No.

d) Does the State/Territory have a program to offer or facilitate benefits (e.g. health insurance coverage, retirement, etc.) to the workforce?

☐ Yes.

If yes, describe:

☒ No.

**3.4.6 Data & Performance Measures on the Child Care Workforce** - What data elements, if any, does the State/Territory currently have access to related to the child care workforce? What, if any, does the State/Territory use for performance measures on professional development and workforce initiatives? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children)).

a) Data on the child care workforce. Indicate if the Lead Agency or another agency has access to data on:

☐ Data on the size of the child care workforce.  
Describe (optional):

☐ Data on the demographic characteristics of practitioners or providers working directly with children.  
Describe (optional):

☐ Records of individual teachers or caregivers and their qualifications.  
Describe (optional):

☐ Retention rates.  
Describe (optional):

☐ Records of individual professional development specialists and their qualifications.  
Describe (optional):

☐ Qualifications of teachers or caregivers linked to the programs in which they teach.  
Describe (optional):

☒ Number of scholarships awarded .  
Describe (optional):

(via [T.E.A.C.H. Early Childhood ® Nebraska](#))

☐ Number of individuals receiving bonuses or other financial rewards or incentives.  
Describe (optional):

☐ Number of credentials and degrees conferred annually.  
Describe (optional):

☐ Data on T/TA completion or attrition rates.  
Describe (optional):

☐ Data on degree completion or attrition rates.  
Describe (optional):

☒ Other.  
Describe:

Number of teaching certificates and early childhood endorsements; Number of individuals and their workshop participation in all ECTC-sponsored workshops (CEU database of records)

☐ None.

b) Does the State/Territory have a workforce data system, such as a workforce registry, which tracks workforce demographics, compensation, and qualifications and ongoing professional development for practitioners working with children birth to age 13?

**Definition** - For purposes of this section, a workforce data system refers to a system, such as a workforce registry, that tracks the size and characteristics of the child care workforce, including longitudinal data to monitor changes over time. The data system also can produce records to validate and verify qualifications or ongoing professional development for licensing, accreditation, QRIS, wage incentives, and credentials.

☐ Yes.

b-1) If yes, which roles are included in the workforce data system? For each role checked, indicate in your description whether participation is voluntary or mandatory.

☐ Staff working directly with children in centers, including aides, assistants, teachers, master teachers.  
Describe:

☐ Providers working directly with children in family child care homes, including aides and assistants.  
Describe:

☐ Administrators in centers (including educational coordinators, directors).  
Describe:

☐ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).  
Describe:

☐ Education and training staff (such as trainers, CCR&R staff, faculty).  
Describe:

☐ Other.  
Describe:

☐ None.

b-2) Does the workforce data system apply to:

☐ all practitioners working in programs that are licensed or regulated by the State/Territory to serve children birth to 13?

☐ all practitioners working in programs that receive public funds to serve children birth to age 13?

☒ No.

c) **Performance measurement.** What, if any, performance measures does the State/Territory use related to its workforce and professional development systems?

As the statewide Early Learning Connection is restructured, stabilized, and becomes more firmly established in this coming year, more specific monitoring and accountability measures will be developed..

d) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to its workforce and professional development systems? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

Teachers in state funded early childhood education programs and other school district/ESU operated programs will be included in the state accountability system. Teacher data will be linked with student data with the ability to follow the child's progress from prekindergarten through post secondary education and into the workforce. This system will be in place for public schools within the next two years.

### 3.4.7 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section in 3.4. What are the State/Territory's goals for the building the professional development system and improving conditions for the workforce in the coming biennium? What progress does the State/Territory expect to make across the five key elements for the workforce and professional development system described above?

Nebraska plans to monitor the progress of a Special Authorization for a new early childhood endorsement to be offered by one of the Nebraska Universities. This endorsement is for teachers to teach children from birth through kindergarten. This endorsement has specific coursework and practica for working with infants and toddlers, preschoolers, and kindergarteners. As resources become available, a cross-sector team of nationally recognized consultants will assist in developing a review/evaluation process to assess the status of the early childhood professional development system and also the impact. A more immediate (affordable) task will be to utilize the NACCRA designed Best Practices Criteria as an initial self-assessment process. The continued design and implementation of the voluntary Early Childhood Registry, as an information management system, will advance the opportunities to document and begin to better analyze the workforce information.